

# The Modern Language Journal

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# The Modern Language Journal

STAFF, 1940-41

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NOTE—Readers are reminded that the relative order of articles in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

## Introducing a Galaxy

EDWIN H. ZEYDEL

*Managing Editor*

THE history of the National Federation of Modern Language Teachers and of its organ, *The Modern Language Journal*, can of course be clearly followed by a perusal of the twenty-five volumes of the *Journal*, with particular attention to the early issues. Realizing however that the complete files, especially the first volumes, are accessible to comparatively few present-day readers and friends, we have invited many of the early *spiritus rectores*, among them Mr. William B. Snow of Boston, the first president of the Federation; Professor Adolf Busse of Hunter College of the City of New York, the first business manager of the *Journal*; Professor Charles H. Hand-schin of Miami University, Oxford, Ohio, the first secretary-treasurer and later business manager and president successively; as well as the four former managing editors still living, Professor E. W. Bagster-Collins of Teachers College, Columbia University, now emeritus; Professor B. Q. Morgan of Stanford University; Dr. Charles H. Holzwarth, principal of West High School, Rochester, New York; and Dean Henry Grattan Doyle of George Washington University (who was also business manager); and last but not least Mr. Stephen L. Pitcher, the present president of the Federation, to write brief articles recalling the significant events in the life of our organization and its publication, and commenting upon the prospects for our immediate future.

These articles follow on the next pages, as one of the features of this our Anniversary Issue. Much to our grief two names of former managing editors are missing in this honor roll, those of Professor Algernon Coleman, who died on August 8, 1939, and of Professor J. P. Wickersham Crawford, whose death occurred on September 22, 1939. The obituaries of these distinguished co-workers, who were second and third managing editors, respectively, will be found in volume XXIV, numbers 2 and 6, November, 1939, and March, 1940, from the pens of Professor Robert Herndon Fife and Dean Henry Grattan Doyle.

Without further comment we now yield the floor to our predecessors and collaborators, realizing that our debt to them could never be adequately expressed in words. They have builded well.

WILLIAM B. SNOW

*Boston, Massachusetts*

*First President of the National Federation of Modern Language Teachers*

The invitation to write something about the events that led up to the formation of the Federation and the establishment of the *Modern Language*

*Journal* was gladly accepted, but when I tried to think about what happened a quarter-century ago, I found my memory sadly deficient, and appeals for help, to other survivors of those days, brought replies which showed most memories to resemble that of the little girl who defined her memory as "the thing she forgot with." So I will frankly confess that what was expected to be reminiscence is in fact chiefly quotation from an article by Professor C. F. Kayser, "The Federation and Proposed Modern Language Journal," which opens Volume I, Number 1, of the *Journal*, October, 1916; one by Professor Robert H. Fife, "A National Federation of Modern Language Teachers," which begins Volume III, Number 7; and the "Minutes of the Executive Committee" of the *National Federation of Modern Language Teachers*, which appear on page 39 of Volume IV, Number 1, and record the organization of the *Federation* by the election of W. B. Snow, President; E. W. Olmsted, Vice-President; and C. H. Handschin, Secretary.

Kayser's article first appeared as a paper written for the Modern Language Conference of the N.E.A. meeting at New York, 1916. He tells of the "efforts that have been recently made, and the success that thus far has been had in uniting in a federation the various local and State associations of the East and of the Middle West and South for the purpose of bringing out a Federation organ which will be a journal of, by, and for the teachers of modern languages. Strength lies in concerted action, and every movement of importance needs strength, concerted action of the many."

After reference to the Modern Language Association of America and what it had done for modern philology, American scholarship in general, and teachers in the colleges, he writes, "Unfortunately modern language teachers in secondary schools have not kept pace along this line with their college colleagues, at least not in all parts of the country; and there is no central organization representing their common interests and reacting in so beneficent a way upon the individual secondary teacher as does the M.L.A. upon all college teachers alike."

He discusses the hope for united action and organization on the part of modern language teachers, and the need of a journal devoted primarily to their interests. "We possess in this country several modern language publications of which we may be justly proud. Yet outside of the *Monatshefte*, printed chiefly in German and devoted almost exclusively to the teaching of German, none concerns itself directly with the more pedagogic aspects of modern language work. We have no one paper devoting itself exclusively to the teaching of modern languages in school and college." "I believe we are justified in claiming that membership in and co-operation with some vigorous association as well as the support of some vocational journal are two essential features of a modern language teacher's equipment."

He mentions a federation formed by



The New England Modern Language Association  
 The New York State Modern Language Association  
 The New York City Association of German Teachers  
 The New Jersey Modern Language Association

The Modern Language Association of the Middle States and Maryland, with Barnes, of Union College, as President, and Host, of Troy High School, as Secretary, "the sole purpose of the original federation being to both launch and finance the much longed-for journal, a journal to be owned jointly by all the teachers belonging to any one of the associations mentioned and by such membership being also members of the federation.

"Shortly after this federation, or at least a part of it, had been organized, it was learned that the modern language departments of the University of Chicago, with the aid and under the aegis of the University, was contemplating launching a similar undertaking, and adding the new journal to the list of the University's many other publications. At the kind invitation of the Committee appointed by those modern language departments, the officers of the Federation entered into correspondence with the Chicago committee; and the upshot of the negotiations was that the States of the Middle West and the Middle South formed a federation similar to the one existing in the East, with the intention of co-operating with us. At the Cleveland Modern Language Association meeting last December (1915), arrangements were made for the execution of the common plan. The delegates sent there were charged with power by their respective federations, and, while not fusing the management of the federations, but leaving them as separate units, elected for the next three years Professor E. W. Bagster-Collins, of Teachers College, Columbia University, as managing editor of the paper, to be called 'The Modern Language Journal,' and a Board of Associate Editors equitably distributed between the two federations and between the Germanic and Romance branches."

The first number appeared in October, 1916. It was "published by the Federation of

The New York State Modern Language Association  
 The Association of Modern Language Teachers of the Middle States and Maryland  
 The New England Modern Language Association and by the  
 Association of Modern Language Teachers of the Middle West and South."

In the *Journal* of April, 1919, Professor Fife writes, "The arrangement between the Federation of Modern Language Teachers' Associations and the Association of Modern Language Teachers of the Central West and South, as a result of which the *Modern Language Journal* came into being, terminates its first stage with the close of the present school year. The *Journal*

has been editorially and financially successful beyond the hopes of the little group that gathered in Cleveland in December, 1915, and translated into reality its faith in the demand for a pedagogical journal of the modern languages." "A valuable esprit de corps has thus begun to develop throughout the field of modern language teaching. That this spirit must be made to grow has become clear to all of us who have seen the need of greater solidarity in our profession. It was an expression of this idea when the western Association, at its meeting last May, passed a resolution calling for the establishment of a national federation in place of an extension of the Cleveland agreement. . . .

"No group of teachers can less afford to be without such a central body than modern language teachers, whose temptations to separatism are always strong. We are still in many ways a sectional people. . . . As modern language teachers we have another and special difficulty. We forget that out of every hundred problems we have to face more than fifty are common to teachers of all the modern languages. At no time in the history of our country have such heavy responsibilities rested upon teachers of the modern languages, and at no time was the call for unity greater. In view of this, the organization of the national federation fulfills a patriotic duty."

The preceding quotation appears especially appropriate to-day. Economic and political movements of recent years seem to have diverted popular interest from the language field into social science studies. Modern language teachers should remember that "United we stand, divided, we fall," and that multiplicity of publications and associations may be a source of weakness rather than strength. Some of us feel that a strong general association, well-supported and aiming at definite objectives, is the surest guarantee that our teachers will be aided by the best thought in the solution of their problems, and that public opinion will be brought to understand the proper place of modern foreign languages in American education.

ADOLF BUSSE

*Hunter College of the City of New York*

*First Business Manager of the Modern Language Journal*

It was at the first regular meeting of the executive committee of the *Journal* at Cleveland during the Christmas week of 1915 that the little group of serious-minded modern language teachers definitely endorsed the appointment of the editor and the business manager, and directed them to publish the first issue in October 1916. It was the only definite step they could take at that time. The federation under whose auspices the *Journal* was to be published was then still in the making. I have before me the "Proceedings of the Third Annual Meeting of Modern Language Teachers of the Middle States and Maryland," held four weeks before the afore-

mentioned Cleveland meeting. Within the association the late Dr. W. R. Price, Specialist in Modern Languages of the New York State Department of Education, and the late Professor W. A. Hervey of Columbia University had done very effective pioneer work for the starting of the *Journal*. The proceedings of this third annual meeting record that the "constitution for the journal" was adopted and "the slate of officers, editors, and managers" was endorsed, but "final action on the publication was left to the Administrative Board of the Federation." However, the president of the association, the late Dr. C. F. Kayser of Hunter College, could speak of this federation only as being *proposed*; as a first step towards its creation he moved "that we form a federation with the New York State Modern Language Association" and "that we enter into co-operation with the North Central Association to be formed." How slowly and gropingly the federation thereupon came into being is best demonstrated by the following footnote to these two motions: "Since the meeting in November the New Jersey State Modern Language Teachers' Association has been organized and has voted to join the Federation. The New England Modern Language Association is at present taking action with the same end in view, and word has recently been received from the Pacific Slope that some of the modern language associations in that section are contemplating the same step."

Under such indefinite outlook I accepted "for better or for worse" the appointment as business manager, knowing full well that I had to begin with the proverbial "shoe-string" method. Funds for stationery and other equipment were not available and the prospects for riches were very slim. The very parent association of the Middle States passed a motion "to increase the annual membership fee to \$1.00, to include subscription to the proposed journal." How the *Journal* was to subsist on this small contribution was not specified in the motion. In order to give the business manager some semblance of security, eight men, profoundly interested in the improvement of professional standards, pledged fifty dollars each, in case there should be a deficit in the *Journal* treasury at the end of the first year; but the editor and the business manager were two of these eight men.

The first step the editor and manager had to take was to contract for the printing. It would have been very convenient if we could have found a printer in New York City. But we soon realized that this was out of the question. With the meager income in view, we simply could not afford New York printing rates. After long searching we finally found in W. F. Humphrey of Geneva, New York, the man who was willing to undertake the job on the little security we were able to offer him. Our choice turned out to be satisfactory; we established gradually very agreeable business relations with him which we then continued throughout the three years of our term of office.

In all the planning for the *Journal* it was very properly assumed by

everybody concerned that part of the income for the printing and other expenses should be derived from advertising. The logical field for such advertising was the publishing of modern language textbooks. My next task of importance was, therefore, to convince publishers of language texts of the value of advertising their products in our new organ. I can say that this became by far the most pleasant duty I had to perform, because with one exception I was met by the various firms with considerable friendliness and good will. They accepted our advertising rates without question and gave our new enterprise the recognition it deserved. In some cases they added much friendly advice and even direct assistance. It was largely due to their fairmindedness and generosity that I was not obliged to draw on the good will of the guarantors, but on the contrary could report at the end of the first year a substantial surplus in the treasury.

By far the most difficult and complicated undertaking was the securing of the second class mailing privilege. The postal authorities scrutinized our organization very carefully, for which the aggravating war conditions were most likely responsible. But they felt they could not permit us to use our printer's office as "the known office of publication" from which the *Journal* could be mailed. They insisted that the mailing had to be done in New York because this was the place of our own business office. The decision forced us to have each issue of about 3000 copies shipped by express to New York where it then was turned over to the post office by the business manager in person. This arrangement involved an outlay of money which we should have been glad to avoid, but which was unavoidable under the circumstances and was still cheaper than if we had selected a printer in New York City. After two years of negotiating we were on the point of obtaining our original mailing proposition, but at that time the executive committee was contemplating the transfer to the present printing house as soon as a newly-elected editor and business manager would take over the continuation of our work.

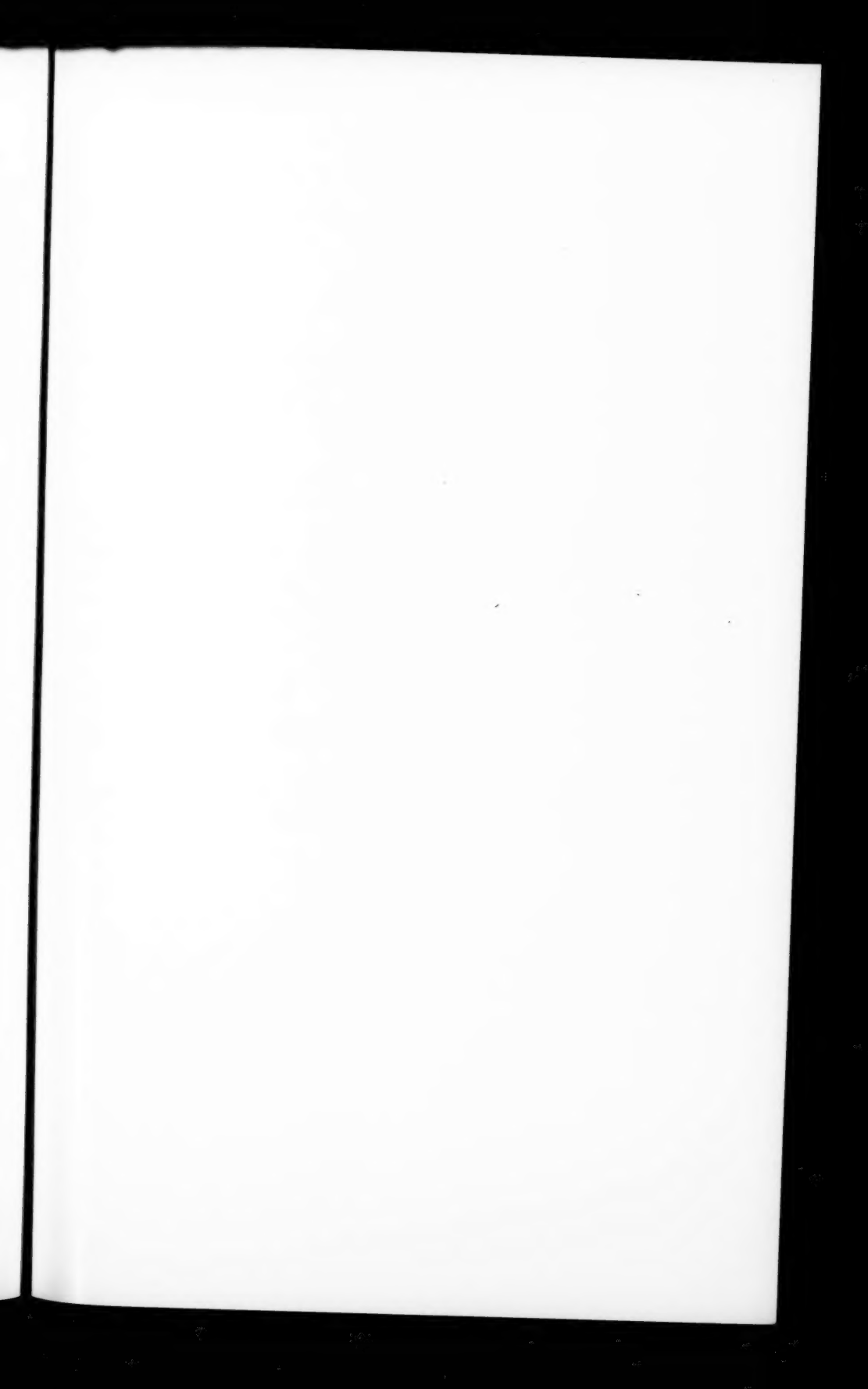
CHARLES H. HANDSCHIN

*Miami University, Oxford, Ohio*

*First Secretary-Treasurer*

*of the National Federation of Modern Language Teachers*

We had been making some progress in modern language teaching in the United States since the turn of the century. The most significant single agency in this had been The Modern Language Association of America. Since its founding in 1883, it had held annually at its general meeting a group meeting for the discussion of the pedagogical features of modern





Stephen L. Pitcher



B. Q. Morgan



Charles H. Holzwarth

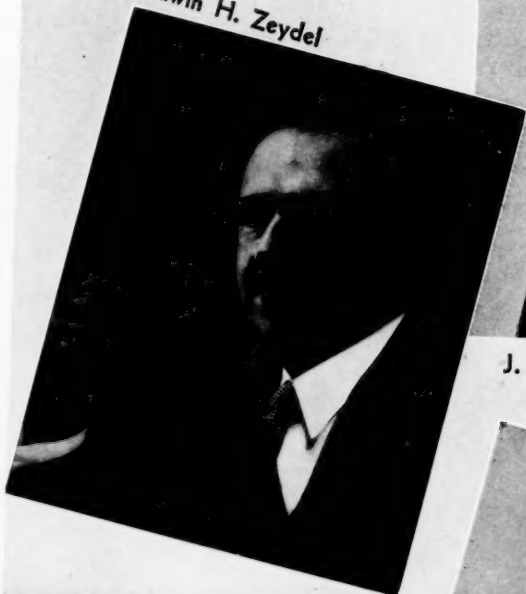


E. W. Bagster-Collins

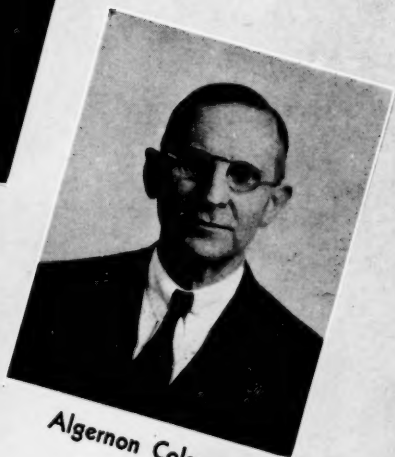




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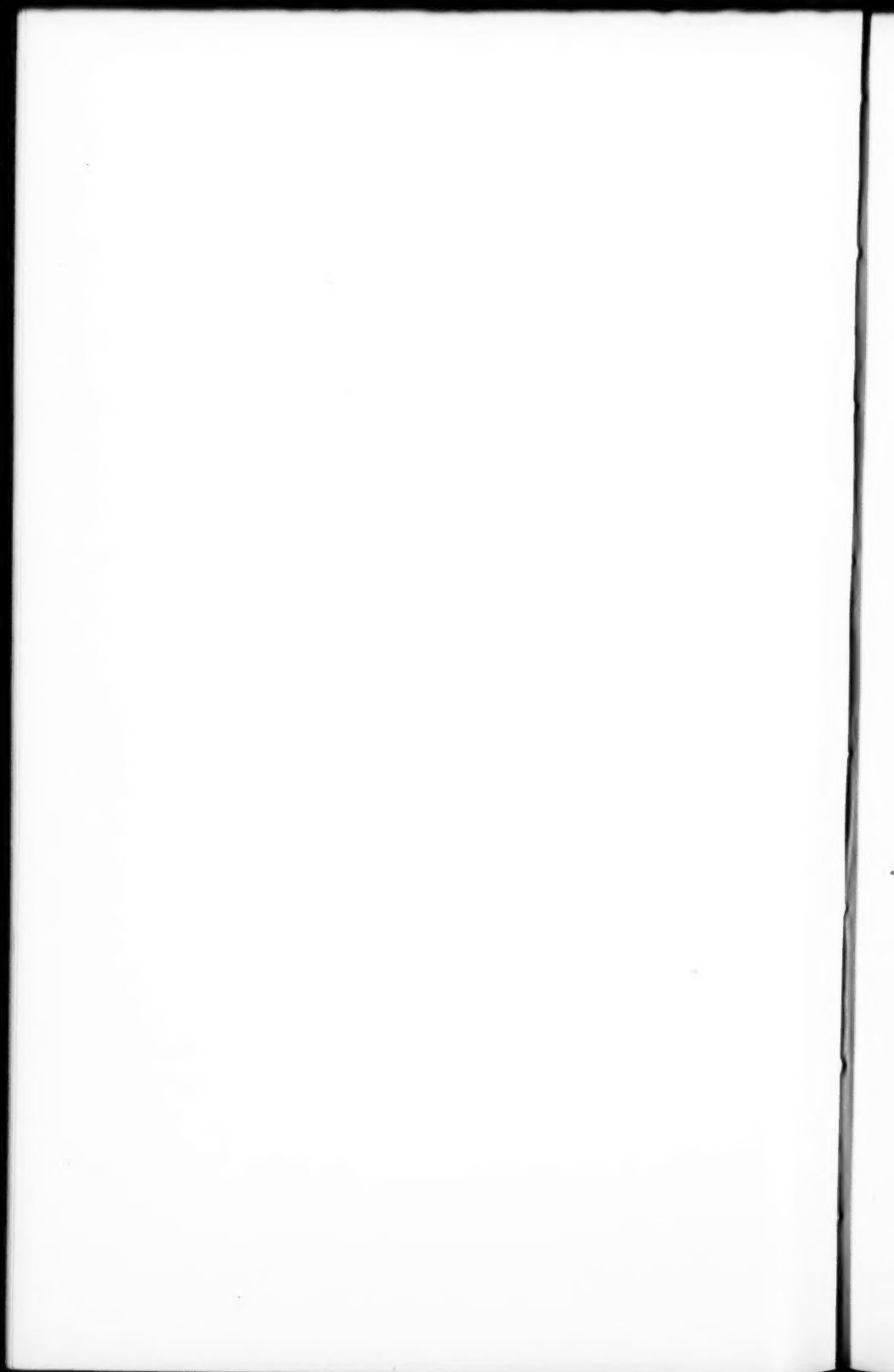


Algernon Coleman



Henry Grattan Doyle





language teaching. These discussions, the published addresses, and finally the great report of its committee of twelve published in 1898, after several years of study and survey of the modern language standards and facilities in this country, form a great milestone in the growth of modern languages as a study in our curricula.

The New England Modern Language Association with purely pedagogical purposes was next founded in 1903, and its Bulletin became the rallying ground for what was perhaps the most coherent and best trained group of modern language teachers. For teaching standards in general were more uniform there than in many other parts of the country.


Now there came years of more rapid progress in matters of training and certification of teachers and in school facilities, starting on the Atlantic seaboard and extending westward. And so modern language teacher-training improved along with that of other teachers.

Also, in these early years of the century European travel and a stay in the countries whose languages they taught became commoner for modern language teachers. Universities and colleges now instituted courses in methods of teaching modern languages which were not thin discussions of principles of teaching, but included such things as phonetics, bibliography, *realia*, observation, and practice teaching, and review of grammar from the teaching point of view, etc.

We became infected now with the reform in methods of teaching modern languages as these had found expression in the direct method in France and the Reform method in Germany. There remained no doubt that better achievement in modern language instruction was being attained in French and German schools. And so we embarked also upon a semi-direct method or rather we used the foreign language to a lesser or greater extent in our instruction wherever teachers, facilities, and time allotted permitted.

In the years up to 1915 there was, therefore, considerable progress in our branch of study. Associations of modern language teachers were formed in New York State and in the Middle States and Maryland, and later in New Jersey, and less well defined and permanent groups elsewhere, especially in the Middle West. As these associates crystallized, the Modern Language Association discontinued its pedagogical sessions (1911).

Now there was no receptacle for articles and contributions to modern language teaching except the *Monatshefte für deutsche Sprache und Pädagogik* (since 1899). A few articles found their way into secondary school journals and other periodicals. All around, modern language teachers were feeling the need of an organ of their own, in which the work of all modern language teachers might head up, especially since we felt that we should teach language as Americans and that we needed to hang together in a common cause for the good of our schools and our growing youth.



By 1915 three associations in the east: The New England, The New York State, and the Middle States and Maryland had combined to form a federation of modern language associations. Eight representatives of this federation and eight from the Central West and South Association were delegated to meet in Cleveland at the time of the sessions of the Modern Language Association at the holiday recess, 1915, to take steps to form a national federation and to found an official organ for the same.

At this meeting, genial-mannered Professor A. G. Canfield was elected chairman and he served as president of the temporary organization up to the founding of the National Federation. C. H. Handschin was elected secretary-treasurer. One of the first items of business was the founding of a journal. The plan was worked out and adopted to publish the *Modern Language Journal*, beginning October, 1916. We delegates pledged ourselves personally a guarantee fund for getting the *Journal* under way. As editor we chose E. W. Bagster-Collins, and along with him a staff of associates. The manner in which editors were to be chosen and rotated as between East and West and as between the French, German, and Spanish groups was laid down and voted. A tentative form for an executive committee was also agreed upon. The entire body of resolutions, since then known as *The Cleveland Agreement*, was later ratified by the constituent associations and holds today, parts of it without ever having been put into the constitution or by-laws.

In the meantime the secretary was to undertake to organize or bring together new groups wherever there might be opportunity. The various local and regional associations met annually as a rule, but a general meeting of the National Federation was not planned, except in so far as we would attempt to hold a meeting in connection with the N.E.A. each summer, the association on whose territory the N.E.A. met to be asked to furnish the program for such meeting.

We must recall that these were war years. Most of our associations omitted their meeting in 1917 altogether. In the summer of 1918, however, a national meeting was held at Pittsburgh, Pennsylvania, and its discussions and subsequent printed papers helped to keep modern language teaching before the public, for we must remember that German had been all but eclipsed in the secondary schools and enrolments as a whole in the other languages had failed to keep step with the growing enrolments in secondary schools.

The *Modern Language Journal* had now two years of successful work behind it. It had just broken even financially, for war time and high prices had proved a considerable handicap for it. In May, 1919, the Modern Language Association of the Central West and South—which jaw-breaker the writer as its secretary abbreviated to M.L.T.—called for a permanent form for the national federation. A constitution had, so far, not been writ-

ten, the Cleveland Agreement functioning as the temporary law up to this time. A tentative draft of a constitution was now worked out by correspondence between committees representing the constituent associations. This was adopted by the Eastern Association, January 1919, by the Western Association with a minor change in May 1919, and was subsequently ratified by all the constituent associations individually.

The executive committee, delegated by the associations, met in Milwaukee, June 1919, in connection with the N.E.A. At this meeting the M.L.T. furnished the modern language program. Here in Milwaukee the National Federation of Modern Language Teachers was organized with the judicious and lovable W. B. Snow, of the Boston schools, as president; E. W. Olmsted as vice president, and C. H. Handschin as secretary-treasurer. Other executive committee members were E. W. Bagster-Collins, *ex officio*; A. Busse, E. F. Hauch, L. A. Roux, A. R. Hohlfeld, and W. A. Nitze.

The Federation was now a going concern. Volume IV of the *Journal* states that it is now being published by the National Federation. Volume V, No. 3, shows the following further constituent associations: Wisconsin, Michigan, Kansas, Indiana, Missouri, Virginia, Oklahoma, Chicago Society of Romance Teachers, and Southern California. In volume VI, No. 5, the following associations are listed as having been added: Texas, Nebraska, Minnesota, Iowa. A few of these have disintegrated, one or two more have been added, but by and large, the work of the organization had been done by this time.

A further feature of the organizational work was the affiliation of the A.A.T.S. in 1923, and of the A.A.T.F. and A.A.T.G. in the following year. While these groups felt and feel that they need their special meetings and official organs, they were heartily agreeable to affiliating with the Federation, having one representative each on its Executive Committee, and in this way cooperating in heading up the entire modern language work in a single organization which is able to speak for and represent the entire profession.

Mr. Handschin resigned as secretary-treasurer in 1925, was asked by the Executive Committee to become managing editor of the *Journal*, declined, but accepted the office of business manager, chiefly to attempt the accumulation of a reserve fund for the Federation and the *Journal*. He actually saved three thousand dollars in his four year term, which with interest and later additions, forms our reserve fund today. Mr. Handschin later served two years as president of the Federation and then withdrew from official work in the Federation to devote himself to other duties. He is still as true as ever to the great cause of modern language teaching and the National Federation.

ELIJAH WILLIAM BAGSTER-COLLINS  
*Teachers College, Columbia University, emeritus*

*First Managing Editor of the Modern Language Journal (1916-1919)*

It is well that the write-up of how the *Journal* came into being has been placed in better hands than mine. To me the details are shadowy after the lapse of twenty-five years. The need of having a national journal was obvious, but it must have required delicate handling to get the New Englanders, the New Yorkers and the Mid-Westerners to work together. I must have sensed the importance of what was going on for I attended many of the meetings. All that I remember clearly, however, is that somebody at some time in the proceedings dubbed me managing editor and Busse business manager. For me Busse was a fortunate choice. In all the three years we never trod on each other's toes, nor did we get in each other's hair.

I think we debated as long regarding the color of the covers as the size of page and type. And apparently with success, for the *Journal* has worn about the same color dress nearly two-hundred times since October 1916. After shopping round among a number of printers we decided we might venture to publish about forty-five pages per issue, exclusive of advertisements. I find that we did not reach that goal the first year. In the second volume, however, we made up the deficiency by publishing 390 pages and by sending out copies to over 2000 subscribers.

I pass over the first number singularly lacking in reviews, though it did contain what was to become an annual feature during my term of editorship—A Bibliography of Modern Language Literature in America for 1915, by the late Dr. Krause. The second number was not without blemish. I suppose it did not get into its proper place in the printers' assembly line. Anyway, the number was sent out into the critical world without the editor being able to read the page proof. Indeed, the printers took it upon themselves to make up the issue to suit themselves. And as luck would have it, one of the main articles was in the German language. Anybody who has had experience with publishing matter in a foreign language knows how difficult it is, even after the page proof has been carefully corrected, to guard against error. Compositors will divide syllables at the end of the line wrongly, and even if these mistakes are rectified they are as likely as not to mess up the next line. Well, the unhappy editor ate humble pie in the next month's number.

The third number of the first year brings a smile to me after all these years. In the course of time one becomes rather expert in sensing how many pages a manuscript will print, but in these early days I was not clever at the job; I had had no previous editorial experience to guide me. I sent in too little material and realized the fact only when the page proof had to be returned post haste. What to do? Mindful doubtless of what had happened



the month before, I grabbed what was nearest at hand. Without let or leave I used one if not two papers that had been written by students that still remained, I know not why, in my possession. The one I remember was a paper by a student named Amelia F. Gianella entitled: "The Use of Flash Cards for Drill in French." I may later have asked her permission, but if I did not, and she happens to read these lines, I hope she will accept this belated apology. Many years after it was a pleasure to find this short article cited in at least one standard work on foreign language teaching.

After this there was never a dearth of material selected for the most part from papers read at various meetings. Other editors of the *Journal* did good scout work and were particularly helpful in providing me with book reviews. The papers, however, often had one drawback—they were over-long, and the authors were too frequently college and university instructors. In the brief editorial note that appeared in the opening number I made an appeal for brief articles that would be helpful not only to teachers in high schools but written by fellow teachers. Writing at some distance from any library I cannot be sure that there has been any great rise in percentage of contributions by those engaged in elementary and secondary schools. There now is, I am sure, a far larger number of short articles appearing in each issue, and with this change I am in hearty agreement. However good, I should no longer advise running "to be continued" contributions as I once had the temerity to do.

After the United States entered the War, the managing editor put on a uniform and led a busy life in Washington. During this difficult period, however, the editing of the *Journal* kept the even tenor of its way. Vaguely I call to mind only one instance where an overzealous correspondent took exception to the contents of an article. Authors very sensibly avoided putting the editor on the spot by sending in unsuitable contributions. More definitely I remember the friendship cemented during my stay in Washington with a fellow-officer, the late universally beloved Professor Crawford. I should also like to pause here to pay tribute to others no longer with us—who aided me in many ways—Hervey, Kayser, Deihl and Algernon Coleman.

As I scan the titles of the articles in these first volumes, it seems to me that I find evidences that we had begun in this country to think more seriously of the fundamental problems of language teaching. There are articles on vocabulary, and on testing of both teachers and pupils. We were also trying to get away from humdrum class procedure. Hence we find in the *Journal's* pages articles upon socialization of the recitation, laboratory methods, individual differences, outside reading, dramatization, to mention but a few of the topics treated. All these now form a real part in that rich development of methodological literature that has taken place during the past decades.

The *Journal* began courageously in the midst of a great war, and it celebrates its twenty-fifth anniversary at an even more appalling time. Teachers of modern languages, however, have shown that they can get along together far better than the peoples themselves. We must continue to hold firmly to the belief that foreign language study does contribute to a better understanding of other peoples, still remains one of the positive means of bringing about better international relations.

BAYARD QUINCY MORGAN

*Stanford University, California*

*Fourth Managing Editor of the Modern Language Journal (1926-1930)*

I look back upon my editorship of the *Journal* as one of the most enriching periods of my professional life. Almost any arduous task, if carried through with zeal, will bear fruits that are in some fashion the product of your own investment of time and toil, but in this case the interests involved brought into my reach spiritual territories which I should otherwise hardly have cultivated at all. The necessity of reading MSS regularly in four language fields opened my eyes to what was going on in other languages than German, and the close attention I paid to those which we printed, driven home by careful proofreading, fixed them with uncommon sharpness in my mind. I can still recall, after all the years that have elapsed, certain outstanding articles with vividness and pleasure.

Every editor, no doubt, will ride certain hobbies of his own, and it is desirable for a periodical to reflect the temper of each mind in a creative way. If the fixed responsibilities of the *Journal* are met, readers can only profit by shifts in emphasis from time to time. Since we are for once permitted, even invited, to be egotistical, you will allow me to tell you about some of the pet ideas which I tried to carry out.

One of these ideas, I regret to say, met with complete failure, and I attribute some part of our professional woes today to the fact that it did fail. When the AATF and the AATG were still in the germ, so to speak, I opposed their formation as vigorously as I could. (See my editorials, 11: 485; 12: 427; 13: 509; 14: 595.) What I foresaw and deplored in advance has in large measure come to pass. The organizational urge in any professional body is definitely limited in range, and still more so in the number and effective force of those who are willing and able leaders. What has now happened is that our modern army has been split up into separate forces operating on different fronts. As a result, we are not pulling together, we are pulled apart, and this has given our avowed enemies, the educationists—together with all those who wish to lower educational standards out of deference to “democracy”—an opportunity to spike our guns and drive us little by little out of the territory which is ours by more than one right.

To this day there is no national organization truly *empowered* (the National Federation which sponsors this *Journal* is merely *authorized*) to defend our common interests, or if necessary advance to a counter-attack upon our common enemies.

Too often the financial aspect of this matter is ignored or underrated. Teachers have to count their pennies as carefully as other mortals. There is no question that subscriptions to the MLJ are cut down by competition with the other language journals. But without adequate financial support the editor is unable to do his best work. It is a pleasure to state that Handschin's energetic and successful conduct of his office went far to make possible for me the execution of the policies which our readers approved.

While I freely admit the many fine things which the AAT groups have done, I still believe that from the point of view of our profession as a whole they have been and are a mistake, dissipating our energies, diluting our concentration, weakening our entire position. Is it too late to retrace our steps to some extent, impossible to divert some of our efforts into a common and central channel, forging our several weapons into one shield that can parry all blows, one sword that can deliver them? Impossible to make this *Journal* the official spokesman—not merely the debating-floor—of our interests? It is for others to answer that question; I can but raise it.

Returning to the *Journal* itself, I will mention some of the ideas which I was able to realize because they were largely in my control.

Notes and News (including Foreign Notes, Among the Periodicals, and Personalia) developed into a field of great popular appeal, and I was assured that many readers turned to those pages first of all. The items were culled from any sources, but largely from periodicals such as any large library affords. Once the technique for getting them was established, the time-expenditure, though considerable, was not excessive. This was fortunate, for appeals for assistance brought no returns. Checking up on these departments, I am astonished at the cumulative bulk of them: in the last three years of my term we published 330 pages of such information.

Another hobby of mine was quite my own and went out of existence with me; perhaps it did not even have a right to exist. I refer to the Art of Translation, for which friend Handschin kindly put up the money. Twice a year in each of our three major languages I offered a prize for the best translation of a set passage, following up the prize award with specific comment and criticism. I don't know how much the contestants got out of it, but I enjoyed it hugely myself.

The most interesting thing in the world is one's fellowman, and I believe that one of the functions of a journal which serves an entire profession is to keep its members in touch with each other to some extent. This consideration led to a marked expansion of our Personalia and an attempt to record all new appointments and promotions (see October 1928 and 1929).

I still think that this kind of clearing-house procedure is a proper and desirable function of a journal like ours.

Book reviews are a constant problem to any journal, perhaps especially so in our case. I soon found that a definite system must be devised if the needs of the situation were to be met, and that associate editors for the various languages were a necessity. The system we worked out proved to be very effective both as to speed and as to the acceptable quality of our reviews. Enlisting the able and energetic co-operation of H. G. Doyle, Peter Hagboldt, and J. B. Tharp, we touched a new high in reviews: in volumes 12-14 we printed reviews of 336 items, an average of 14 per issue.

Editors are usually flooded with manuscripts, and I always received more than I could print. On the other hand, there were some things which I wanted that I wasn't getting, and I went out after them. So I induced Albert Schinz to write his "Année Littéraire" each year, and got Cony Sturgis to do the like for Spanish. In this connection I am moved to reveal a little hoax that I once perpetrated on our readers. I have always believed that language teachers should travel, and each year I published something along that line. Casting about for someone to write me a good travel article, I hit upon my old friend Stephen Bush, who had conducted parties to Europe with signal success. Bush responded to my request with a jocose attack upon foreign travel which was so clever that I resolved to print it. So the *Journal* for February 1928 carried two travel articles by Bush, an orthodox one over (really under) his signature, and a quizzical one in the department of Correspondence signed *Advocatus Diaboli*! Protests about this letter came in from some of our more serious-minded friends.

My own service as editor brought home to me with steady force the vital importance of the *Modern Language Journal* for the profession it serves. May it continue to enjoy a full measure of support—if possible, an increasing one—from that profession.

CHARLES H. HOLZWARTH

*Principal, West High School, Rochester, New York*

*Fifth Managing Editor of the Modern Language Journal (1930-1934)*

My most vivid recollection of the years of my editorship of the *Modern Language Journal* centers around the increasing tempo of the battle between those who subscribed fully to the implications of the Coleman Report and those who felt that the Report left something to be desired and who while recognizing the validity of the reading aim were convinced that no modern language teacher worthy of the name could afford to lose sight of oral and aural training. The battle waged bitterly through the years. Practically every issue of the *Journal* carried an article on one side or the other. Feeling ran high and the bitter strife between modern language teachers of

the two camps was anything but beneficial so far as its effect upon administrators and so-called professional educators is concerned. On the other hand, I have no doubt that it cleared the air and paved the way for a more careful evaluation of the various values inherent in modern language instruction and for a more sane philosophy of teaching languages. It is interesting, in retrospect, to trace the rise of the direct method which gradually spread through the East, the Midwest and finally the West and then to see the reaction and the rise of the compromise method. Then followed the years of the modern language study which culminated in the Coleman Report in 1929 and the agitation for the reading method. Today the waves stirred up by that tempest have subsided to mere ripples of which one is for the most part pleasantly unconscious.

Those were the years of the beginning of the depression. As a consequence, the business manager felt it necessary to cut down the size of the *Journal*. This meant that we often had to hold over material, particularly book reviews, for a considerable length of time. Contributors wondered whether their articles had gone astray or whether the editor was on a vacation, and yet, somehow, probably due to the forbearance of our clientele, the *Journal* managed to carry on even though it did not prosper bountifully.

Those years were further marked by the resignation of Doctor William R. Price as supervisor of modern languages in the public schools of New York State. While New York State was the principal scene of his activities, he was known and respected throughout the nation. All except the very youngest of our modern language teachers will remember him as one of our outstanding leaders in modern language instruction. Few will forget his brilliant mind, his caustic wit, his blasting frankness and his striking personality. With his retirement and subsequent death the modern language teachers of New York State lost a militant leader, and they will ever remember him with pride and affection. It was a severe blow to the cause of modern language teaching.

Let me say in closing that I enjoyed the brief years of my editorship. I found inspiration in the work and a great deal of pleasure in the associations it brought. May the teaching of modern languages go forward with renewed vigor and success in spite of—or possibly because of—recent minor setbacks.

HENRY GRATTAN DOYLE

*Dean of Columbian College and Professor of Romance Languages  
The George Washington University, Washington, D. C.*

*Sixth Managing Editor of the Modern Language Journal (1934-1938)*

In thinking reminiscently about my relationship to the *Modern Language Journal* and to my fellow-teachers of modern foreign languages I have



had what is perhaps the common experience of beginning to see one or two things "in the large" as I sit down to write about them. First among these is the realization of how much association with local and regional groups of modern foreign language teachers, as well as with those in my own special field, has meant professionally in my nearly thirty years as a teacher and particularly in the quarter-century of service at The George Washington University which I shall complete at the end of the present academic year. Second is the realization, also a common experience, that as I have grown older my interests have become less narrow and my outlook I hope more broadly sympathetic. I have always been an ardent advocate of Spanish. I don't see how anyone can be an honest-to-goodness teacher unless he does believe strongly in the importance and "worthwhileness" of his subject. But while I still feel as enthusiastic as ever about Spanish and still bridle when I hear some ignoramus refer to "the *so-called* cultural values of Spanish," I have come to feel as deep a loyalty, though naturally not always so actively expressed, not only to my secondary interests—Italian and French—but to all the modern foreign languages, as well as to the classics and to the humanities and liberal arts and sciences in general. In this my experience is probably merely an individual instance of a general trend. At least I hope that this is so. I like to think that modern foreign language teachers generally have come to be a little ashamed of the petty jealousies that formerly existed among the various languages, and have awakened to the realization that what injures one injures all. The fine co-operation manifested in the Modern Foreign Language Study and recent developments in the various language associations, as well as the success of the *Modern Language Journal*, seem to bear out this impression.

Along with this tolerance toward other languages, another sign of progress, I think, is that language teachers are less inclined nowadays to make a fetish of one method or become fanatical over one approach. They are quite likely to be more interested in results than in any one method, and to admit that the other fellow's method may be as good as theirs. The flurry which followed the publication of the "Coleman Report" would probably not be possible today, or if it did occur would not be so disturbing. Of course, this is all to the good.

Still another encouraging tendency is the greater interest shown by college and university teachers in the practical problems of the profession and their realization that teachers of the same subject, on whatever educational level, have common interests. During my early activities in modern foreign language teachers' organizations, secondary-school friends often said: "You are an unusual university professor; you seem to be interested in the problems of the high-school teacher as well as college problems." On the other hand I sometimes heard this from college faculty-members: "I don't see where you find the energy to do a real job at a university and take



part in these language teachers' organizations at the same time. We college professors ought to leave all that to the high-school teachers. Our problems are different." Twenty years or more ago I was indeed something of a "freak" among university teachers of foreign languages, few of whom had any genuine interest in the problems of the high-school teacher, or if they did display any interest, did so with a patronizing air, as if they were engaged on a slumming expedition. That is all changed now. College and university teachers now realize that their interests and those of high-school teachers are in most respects identical. That some professors have been driven to this only by the instinct of self-preservation does not lessen the significance of the trend.

But I am supposed to reminisce a little in a personal vein. My active interest in teaching methods and materials, as distinguished from purely literary and linguistic studies, began while I was still an undergraduate, largely through the influence of the late Dr. A. E. Winship, for many years editor of the *Journal of Education*, who, as early as 1910, asked me to review textbooks in the modern foreign languages sent to that publication. This connection with the *Journal of Education* lasted fifteen years and only ended when the pressure of other duties made it necessary for me to give it up, which I did with great regret. While most of the "reviews" that I wrote were really only notices, not worthy of being called reviews, nevertheless the experience was extremely helpful. It made me familiar with a large amount of textbook material in the modern foreign languages and put me in touch, at least through their publications, with many workers in the field. While on the staff of the *Journal of Education* I wrote literally hundreds of these notices, some of which received flattering attention. From about 1916 until 1925 my association with the *Journal of Education* was dignified by the title "Modern Language Editor," and for several years I conducted a regular department, called "Modern Language Items."

When I came to The George Washington University in the fall of 1916, it was only natural to associate myself with those interested in the teaching problems of our craft. When the Association of Modern Language Teachers of the Middle States and Maryland met in Baltimore on December 2nd of that year, I renewed acquaintance with a number of those active in the Association, notably Louis Roux and Frederick Hemry, both of whom I had met while serving as a reader for the College Entrance Examination Board. It was at this meeting, I think, that I first met J. P. Wickersham Crawford, whose friendship from our first meeting until his lamented death is a treasured memory. The *Modern Language Journal* had just been born, with Bagster-Collins as Managing Editor and Crawford as one of the Associate Editors, and I remember bringing back from the meeting copies of the first two issues of the *Journal* lent me by a friend. My interest in the Middle States Association and in the *Journal* therefore began at the same

time and have followed a parallel course without interruption ever since. I have missed only one or two of the annual meetings of the Association, and have had the honor of serving it as Vice President (1920-21), Secretary-Treasurer (1921-25) and President (1925-26). From the first I was a consistent "booster" for the *Journal* and obtained a number of new subscriptions. In 1924 I was elected delegate of the Middle States Association to the Executive Committee of the National Federation, but served only a few months, resigning when I was appointed Assistant Managing Editor of the *Modern Language Journal* in 1925. In 1926 I was Acting Managing Editor for two issues, during the absence of the editor-elect, B. Q. Morgan, in Europe. It is a pleasure to remember that at the annual meeting of the Middle States Association that fall Crawford sponsored a motion of appreciation for what he called my "able handling" of the *Journal* during this period. As Assistant Managing Editor I had charge of reviews of Spanish and Italian textbooks, serving under both Crawford and Morgan.

From 1930 to 1934 I was Business Manager of the *Journal*—an experience that I am glad to have had but which no sane person would ever want to repeat. The insight this job gives into human nature—both at its best and at its worst and most unreasonable—is something never to be forgotten. I recall one irate subscriber who changed her post-office address three times in one year, without notification to me and apparently without notification to the post offices concerned either, and then "tore me to shreds" because she did not receive her *Journal* regularly. On the other side of the picture I remember many instances of courtesy and of appreciation of the difficulties faced by an over-worked and under-paid business manager. I say "under-paid" after deliberation. I believe that my experience was not unlike that of my predecessors and my successors. I figured one year that the actual clerical labor performed by my wife and myself—mostly by my wife—was being remunerated at the rate of about 12 cents an hour. I cannot conceive how an unmarried man, unable to call upon free labor in the form of family assistance of some kind, could carry on the job. "God bless business managers' wives!" say I.

In 1934 I became Managing Editor of the *Journal*. The four years devoted to this task I count among the happiest of my professional life. I like to think that I left the *Journal* a better publication than it was when I "took over," as I know that my predecessor had improved it during his term of office and that my successor has carried it on more effectively than I was able to do. Just compare an early issue of the *Journal* with those Professor Zeydel is putting out now, for evidence of the steady improvement that has been made. I think I can say with all modesty (since I am only one of seven editors concerned) that the twenty-four completed volumes of the *Journal* themselves constitute the finest tribute that can be paid to the splendid work that has been done by the successive Managing Editors, be-

ginning with Bagster-Collins and including our departed friends Coleman and Crawford, since the inception of the *Journal*. Its success is a living example of what can be done through the unselfish co-operation and teamwork of people with similar professional interests, however different they may be in temperament, background, and interests in special fields.

During my four years as Managing Editor a number of innovations were introduced. The make-up was modernized, and by increasing the number of words on a page a considerable increase in material printed became possible. Early in my editorship I enlisted the services of James B. Tharp to take charge of a department devoted to experimentation and the preparation of abstracts of current publications in methodology. The importance of the radio and of visual aids in instruction was recognized by establishing new departments devoted to those fields, with E. F. Engel in charge of the radio department and Edward G. Bernard of that devoted to films and other visual aids. An effort was also made to develop other new services for foreign language teachers. Professor Schinz's annual survey of current French literature was continued and similar surveys for German, Spanish, and Italian were established. Current book lists in all the languages were also attempted. Unfortunately neither of these last two efforts met with complete or lasting success. Another special interest was the reprinting of significant extracts from other publications under the department head "What Others Say." This feature helped, I believe, to awaken modern foreign language teachers to the dangers threatening the teaching of modern foreign languages, and indirectly led to the inception of a program of activities for the defense of the modern foreign languages. Other innovations included placing the author's name at the beginning of his contribution instead of at the end, the publication of the list of staff-members in each issue, the custom of printing thumb-nail sketches of contributors, and the compilation of a rather complete index to each volume, with cross-references by subjects treated, in place of a mere composite table of contents. I also set up an "Editorial Advisory Board," composed of all former Managing Editors of the *Journal*. I suppose I am revealing no secret when I say that the practical results of this step were relatively small; but because of its recognition of the contributions made by all the editors to the life and usefulness of the *Journal*, I think it was a significant step. It is important, I believe, for any organization to recognize its debt to those who have contributed to its development as a living organism.

This, with what service I have been able to render in my own field, about tells the story. It has been a satisfying experience, more satisfying, I am constrained to think, than that of people in a good many other spheres of activity during the last twenty-five years.

Of course there have been some chuckles along the way. For perhaps the most entertaining three days of my professional life I am grateful to the

Conference on Inter-American Relations in the Field of Education held in Washington somewhat over a year ago under the auspices of the Division of Cultural Relations of the Department of State. (I must pause here to pay tribute to the able leadership of the Division, and particularly to its Latin American specialists, Dr. Charles A. Thomson, now chief of the Division, Miss Irene Wright, and Mr. Richard Pattee. They "know their stuff!") It was unadulterated fun to watch educationists who had been—and still are—violent opponents of the teaching of Spanish, or in fact of any foreign language, get up and directly or indirectly support the movement for increased teaching of Spanish and Portuguese here. Naturally some of them felt a little embarrassment, and tried to find "face-saving" devices of various kinds. For instance, a favorite formula seemed to be "Learn all about Spanish or Portuguese-speaking Americans, but learn about them exclusively in English!" A distinguished teachers' college president from Colorado, after attacking the interest in learning Spanish manifested by pupils in his state on the ground that their motives were "practical rather than cultural" (think of it: an educationist attacking foreign language study because in some cases it is "practical!") suggested that the best road to understanding Latin Americans was through translations of their folklore, such as children's stories, and the inclusion of these stories among materials used in the schools. Fine! But the same gentleman subsequently was one of two or three who voted against a resolution advocating more study of Spanish and Portuguese which was overwhelmingly passed by the group in which he participated. In other words, his slogan was "co-operate with Latin America through 'bed-time stories'—but don't learn Spanish!" At least he had the courage of his convictions; one had to respect him for that. I saw others—superintendents of schools, principals of high schools, and professors of education who are among the most consistent advocates of protectionism for American ignorance—smirkingly nodding acquiescence in sentiments to which their daily lives, their daily advice to students and prospective teachers, and their constant propaganda against foreign language teaching in their courses and institutes, gave the lie. One of the most conspicuous figures in the conference, in fact, was a professor of a school in education—the type of "educator" who talks in public at any time on any subject, on the assumption that his doctorate in Education makes him an "authority" on every conceivable field of knowledge—who has since distinguished himself by finding the answer to the question: "What caused the collapse of French military resistance last Spring?" It was the French educational system, with its emphasis on "cultural subjects!" (Boy, page Lindbergh, and Romans, and Maurois, and Fielding Eliot, and all the other "experts," and tell them what a real "expert" has to say! Hasn't he a Ph.D. in Education? Well, then, he's an "expert!" In anything! Aren't the Ph.D.'s in Education going to "build a new social order?" Doesn't that prove they're

"experts" in everything?) At any rate this gentleman was "expert" enough to "horn in," somehow, into a position of group "leadership" in a movement in which foreign languages and all-round knowledge—not the "bed-time story" brand—of foreign cultures were obvious cornerstones—a program with which he and his fellows can not really be in sympathy, judging by what they say when they really "speak out." Perhaps the explanation for this display of "split personalities" may lie in the little air of pride with which some of my personal friends among this group (most of them are not bad fellows personally) told me in the corridors of the Mayflower Hotel: "I came on the personal invitation of the Secretary of State." I did not have the heart to tell them, "So did seven or eight hundred others, brother!" At any rate, it was fun to see them "on the bandwagon" if only for a few days. It also told me something about the depth and sincerity of their convictions about education in America—but there was nothing funny about that revelation.

But let us have no illusions about what certain educational gentlemen intend to do about the foreign languages, and English literature, and history, and all the humanities—if they can "get away with it." In fact they are already beginning to use our perfectly legitimate national defense needs in a way of the highly necessary facilitation of vocational training as the lever with which to try to "put over" their program of education—a program in which the liberal subjects either have no place or are considered as "ornaments." It would be strange, wouldn't it, if at the very moment when we lovers of democracy and free opportunity are girding to resist the philosophy of force which threatens us, a philosophy whose barbarism, obscurantism, materialism, negation of Christian idealism, and social and educational regimentation are so abhorrent to us, we should allow these educational "leaders" to "slip over" on us, in the guise of a program for defense against totalitarianism, their own little program of regimentation, with its twin props of "social effectiveness" and "vocational competence"—the "democratic" equivalents of two totalitarian concepts, subordination of the individual to the state and enforced labor? Read educational literature, and notice how frequently these two aims—to be a "good" citizen and a "good" worker—are the *only* aims accepted as valid by educational writers. Our educational friends will bear a good deal of watching during this period of stress and strain; and when they are "hollering" loudest about "Americanism" and "democracy," watch all the more closely for evidences of un-democratic and un-American regimentation in what they propose.

"It is possible to imagine a society of people well-fed and well-governed, and still devoid of all the knowledge and interests that make human life worth living," writes Charles A. Beard in *The Unique Function of Education in American Democracy* . . . "Even the maintenance of economy and government depends on other things than mere technical knowledge and com-



petence . . . Without the literature and the arts which keep alive imagination and aspiration, which reflect taste and give enjoyment, industry would be on a low level and government would partake of the culture of the barracks." That essential third element is provided by "liberal" studies, by the "content-subjects" so much in disfavor among "educators" today, by history, and mathematics, and languages, and literature, and pure science, and philosophy, and fine arts, and music—in short, by all the humanities, arts, and sciences, of which our subjects are indispensable handmaidens.

STEPHEN L. PITCHER

*Saint Louis Public Schools*

*President of the National Federation of Modern Language Teachers*

Distinguished pioneer leaders in the National Federation of Modern Language Teachers have contributed for this Twenty-Fifth Anniversary Number of the *Modern Language Journal* interesting and significant articles on the founding and history of the Federation. This writer has been invited to discuss briefly the present nature of the organization, the work it is doing, and its prospects for the future.

According to the amended constitution of the Federation (the *Modern Language Journal*, XVII, 7, April, 1933, pp. 526-528), the object of the organization "shall be the promotion and improvement of modern foreign language teaching throughout the United States by drawing together in mutual helpfulness all the organizations working toward this end; by the publication of the *Modern Language Journal*; and by such other activities as may seem desirable." Undoubtedly, the founders of the Federation twenty-five years ago envisaged a strong central organization of modern foreign language teachers, including, among others, those teachers whose interest lies primarily in teaching, rather than in the field of literary research.

The Federation certainly has brought together in mutually helpful cooperation a large number of important associations of modern foreign language teachers. In at least two instances the organization has gone outside the boundaries of the United States to engage in co-operative association with international societies. At the present time the Federation comprises four regional, six state, and four national associations of modern language teachers. Unfortunately, there are several states which, for one reason or another, have not yet affiliated with the only existing national organization serving teachers of all modern foreign languages at all school levels. Sooner or later, it is hoped these areas will be brought into the Federation, either by direct affiliation with the central organization or by affiliation with some regional or state association already found within the Federation.

There is no lack of organizations of modern foreign language teachers



working within limited areas or with limited memberships for the promotion and improvement of modern foreign language teaching. It is indeed regrettable, however, if many members of the great body of modern foreign language teachers have failed to realize fully the potentialities of genuinely co-operative effort on a nationwide scale. It is very likely that certain efforts now under way may bring about amelioration of this unfortunate situation. Certainly, if this desirable outcome is to be realized, everything suggestive of rivalry and competition among teachers of different modern foreign languages must give way to a spirit of genuine cooperation.

No one will deny that by making possible the publication of the *Modern Language Journal* for twenty-five years the Federation has contributed notably and substantially to the promotion and improvement of modern foreign language teaching throughout the United States. This activity alone has been sufficient justification for the existence of the Federation. No words written here can give adequate recognition to the ability and untiring efforts of the distinguished men and women who have directed the publication of the *Journal* and contributed to its unceasing improvement. Unquestionably, it is one of the most genuinely serviceable professional journals published in the United States. Its exceptionally low subscription price is unique in its field. It must be realized, however, that if this publication is to be still further expanded and improved, or even maintained at its present high level of excellence, it is unlikely that it can be furnished to subscribers much longer at its present low price.

In addition to the means discussed above, the framers of the constitution of the Federation hoped that the object of the organization might be accomplished in part by other desirable activities. Records available to this writer show very few such activities prior to a quite recent date. During the last five years, however, the Federation has participated in a number of important co-operative enterprises intended to promote and improve modern foreign language teaching throughout the United States. Notable among these efforts has been the organization of splendid foreign language section programs presented at the annual meetings of National Education Association groups, sometimes in co-operation with the American Classical League. Unfortunately, there is no department of foreign languages, ancient or modern, in the National Education Association. If foreign language teachers would participate departmentally in the annual meetings of this great national education organization they must do so at present through the courtesy of some department already organized within the National Education Association.

Dean Henry Grattan Doyle, then managing editor of the *Modern Language Journal*, took the initiative in organizing important joint meetings held in Chicago in December, 1937. This beginning of a new form of co-operative effort among groups of modern language teachers already has led

to important results. Under the direction of Dean Doyle and Professor Wilfred A. Beardsley, a special committee sponsored by the Federation is establishing a network of "nerve-centers" throughout the country, by means of which modern foreign language teachers may reach and be reached by colleagues in a position to help them solve their problems. The Federation is also publishing a series of "Language Leaflets," edited by Dean Doyle and consisting of brief statements by eminent persons concerning various aspects of the place of modern foreign languages in American education.

The Federation is contributing to the support of the National Commission on Cooperative Curriculum Planning and is participating actively in the work of this important organization.

As Dean Doyle pointed out in his memorable editorial: "A Call to Action" (the *Modern Language Journal*, XXII, 1, October, 1937, pp. 51-52), there is no regularly scheduled national meeting devoted to the teaching of modern foreign languages and organized to serve the needs of all teachers of all the modern foreign languages. Undoubtedly, an organization of national scope is at a disadvantage if it is not in a position to assert itself through the holding regularly of a great national meeting. It is hoped that obstacles which now loom large in the way of holding such a meeting may be surmounted as realization of the value of such action becomes more general.

The members of the National Federation of Modern Language Teachers are the fourteen affiliated associations mentioned above, whose first interest lies naturally in their own subject-field areas or regional activities. Members of these associations pay no dues to the National Federation. Only those members of the affiliated associations who subscribe to the *Modern Language Journal* contribute financially to the support of the Federation. Unfortunately, membership in the organization does not seem to be adequately defined. A special committee has been at work for some time attempting to establish a more equitable basis of membership in the Federation which will be acceptable to the member associations. Undoubtedly, a satisfactory solution of this problem is essential to the future success and development of the Federation.

The constitution of the Federation provides that administration and control of the affairs of the organization, including the direction and control of the publication of the *Modern Language Journal*, shall be vested in the Executive Committee, composed of elected representatives of member associations on a basis established by the constitution itself. The managing editor and the business manager of the *Modern Language Journal*, elected by the Executive Committee, are also members of the Committee with all the privileges of representative elected members. The Executive Committee

meets annually at the time and place of the annual meeting of the Modern Language Association of America.

The Executive Committee is endeavoring to conduct the affairs of the Federation in accordance with a fair and logical interpretation of the meaning of the constitution of the organization. Naturally, the Committee expects to receive from the constituent associations whom its members represent constructive suggestions and recommendations for the improvement of the work of the Federation. All such suggestions and recommendations receive full and careful consideration by the Committee, and, if amendments to the constitution are required to make these suggestions effective, such amendments, when properly prepared and submitted to the Committee, will be printed in the *Journal* and referred for action to the constituent associations, as the present constitution of the Federation provides. Several suggestions for changes in procedure are now being studied carefully by special committees who will report their recommendations at the next annual meeting of the Executive Committee. It goes without saying that improvements are always possible in the arrangements for conducting the affairs of any organization such as ours. Undoubtedly, the resources and effectiveness of the Federation can be increased by better and more complete organization for securing support of its activities within the areas of the constituent associations.

The National Federation of Modern Language Teachers has achieved to a very appreciable extent the worthy purpose for which it was founded. If and when the teachers of modern foreign languages realize more generally the greater effectiveness that may be theirs through a larger measure of collective effort, they will undoubtedly place the Federation in a still better position to contribute to the promotion and improvement of modern foreign language teaching throughout the United States.

## *Messages of Congratulation*

MANY representative leaders in the educational world have written messages of congratulation to the National Federation of Modern Language Teachers and the *Modern Language Journal* on the occasion of their twenty-fifth anniversary. We are proud to quote some of these cheering communications, realizing that they offer our profession a source of new pride and an incentive to carry on our important work with ever greater zeal.

The letters which follow are from the United States Commissioner of Education, the President of the American Council on Education, the Chief of the Division of Cultural Relations of the Department of State, the Presidents of three great state universities in different parts of the country, the Superintendents of Public Schools in our two largest cities, a distinguished representative of the Catholic educational institutions, and the Headmaster of a noted old private school in the East.

Thousands of years ago one of our ancestors, living with his fellow tribesmen in a sheltered valley of the mountains, ventured forth beyond these mountains in search of game and new adventure. He found no game but he did find adventure in plenty. And he returned after many days to tell his fellow tribesmen of great and fertile plains with teeming cities whose inhabitants spoke strange tongues which he did not understand. At first his fellows refused to believe his report. But later they believed and feared; feared the strangers in the plains beyond the mountains; and hated because they feared.

Fear of the strange, and its offspring hate, persist even to this day and hour. It is an important function of teachers in general, and of modern language teachers in particular, to break down mankind's unreasoning fear of the unfamiliar; to widen men's horizons of knowledge and understanding; to increase their tolerance of other people and of other people's ways. Especially are modern foreign language teachers privileged to make a contribution to international understanding and good will through acquainting youth with the languages and cultures of other great nations of the world. As you enter upon the duties of the year 1941 the U. S. Office of Education sends you greetings and wishes for you every success in the discharge of your important responsibilities.

JOHN WARD STUDEBAKER  
*United States Commissioner of Education*  
*Washington, D. C.*

Twenty-five years is a long time in the life of any educational periodical. When a magazine covers a span of years in which particularly significant educational developments have occurred, the quarter-century anniversary

is an extraordinarily important occasion. Because the *Modern Language Journal* has always contributed to progressive changes in educational objectives and practice, I wish personally and as president of the American Council on Education to extend congratulations for the success of the past twenty-five years and to wish for the magazine a healthy and continuing influence in the future.

The responsibilities of the *Journal* in the years to come will not be easy. We live in difficult times. As you celebrate your twenty-fifth birthday, the world is again at war. Many of the pressures which the magazine experienced in its early days may again arise. Short-sighted patriots may again try to banish from our schools certain languages. Perhaps individual language teachers may be subjected to unfair attack and criticism. Although we hope that we have learned much from the experiences of the last war, we must recognize and be ready to meet challenges that can undermine all that we have achieved.

It has always been a source of deep satisfaction to me that the American Council on Education, through its Committee on Modern Languages, has had a part in the improvement of language teaching. I hope that this committee under the chairmanship of Professor Robert Herndon Fife can continue to carry on the interesting studies which are of such real importance to all of us.

Certainly the study of foreign languages must go on with steady improvement in techniques and objectives. More and more each educated person must be able to understand the life and culture of other nations. Lasting peace will depend in no small measure upon our ability to communicate with, comprehend, and appreciate the people of other nations.

GEORGE F. ZOOK,

*President, American Council on Education,  
Washington, D. C.*

It is a pleasure to learn that the *Modern Language Journal*, organ of the National Federation of Modern Language Teachers, is celebrating its twenty-fifth anniversary. In times as critical as these, the work of the modern language teachers in focusing attention on the languages, literatures and cultures of other peoples is doubly important in order to keep alive a consciousness of the significance of international relations through the mind and spirit. The teachers of modern languages in our schools, colleges and universities are charged with the particularly crucial task of fostering a respect for the language and thought of other peoples without reference to the political passions of the moment or the ideological factors which may be involved. In doing this work and doing it well, they are contributing in a very real way to the maintenance of a balanced and intelligent public opinion in the United States. I hope that this work may go on and

that the *Modern Language Journal* may have many more years of a prosperous existence.

CHARLES A. THOMSON,  
*Chief, Division of Cultural Relations,  
Department of State, Washington*

The *Modern Language Journal* is to be cordially congratulated on the attainment of its twenty-fifth birthday. Our learned societies are organizations characteristic of a liberty-loving people who have jealously preserved the hard-won right to seek the truth and make it known, whatever it may be, and their publications are the visible sign of the freedom to speak and to teach which we shall ever cherish. Our faith is that these symbols of American independence of life and thought shall continue to exist, and be a potent means of bringing a maddened world back to a pattern of civilization in which a man can be a man and can peacefully and freely communicate with his fellows.

ALEXANDER G. RUTHVEN  
*President, University of Michigan  
Ann Arbor, Michigan*

I am happy to congratulate the *Modern Language Journal* upon its Twenty-Fifth Anniversary. Through these years I am sure the *Journal* has had a very fine influence upon the promotion of modern language instruction. Such a journal is indispensable to the progress of our professional work. The *Modern Language Journal* has for this long period of time made an outstanding contribution to the profession of modern language teaching. I am happy to commend it to all teachers in these fields.

HOMER P. RAINEY  
*President, University of Texas  
Austin, Texas*

I sincerely congratulate the *Modern Language Journal* on its twenty-fifth anniversary. A quarter of a century is a long period of service for a specialized publication which has to depend for subscriptions on the pocket-books of teachers. Moreover, the past twenty-five years have not been favorable for publications striving to maintain vital traditions; and a journal serving teachers of modern languages is certainly one of them. The role of bi-lingual knowledge in the education of an American citizen is a matter of wide and frequently acrimonious controversy. Whatever the final decision should be, it cannot be reached without some medium whereby language teachers may pool and exchange their thoughts and discuss the nature and the goals of the service that they are rendering. The editors of the *Modern Language Journal* are deserving of high commendation for their efforts to



provide such a medium, and I hope that they will meet with continued and increasing success.

ROBERT G. SPROUL

*President, University of California  
Berkeley, California*

It gives me pleasure to say from personal knowledge that dignity of tone, soundness in scholarship, and loftiness of ideals have been the outstanding characteristics of the *Modern Language Journal* during the twenty-five years of its existence. It has provided the teacher of foreign languages with many practical suggestions for the improvement of his teaching, has acquainted him with the latest developments in foreign languages and literatures, and has invariably held up to him a splendid professional idealism.

The editors of the *Modern Language Journal* are to be congratulated on their notable achievements. May their efforts continue to be crowned with success.

HAROLD G. CAMPBELL

*Superintendent of Schools, New York City*

Congratulations, *Modern Language Journal*, on your twenty-fifth birthday. You have come a long way since that day in 1915, when a small group of enthusiasts undertook the difficult task of bringing out an organ which would be a journal *of, by, and for* all teachers of modern languages. At that time you were just one more magazine. The fact that you are now a leader in the field, with a circulation list of more than 3000 teachers of French, German, Italian, and Spanish, and of more than 1000 schools, colleges, and libraries, is an indication of the importance of your achievement.

From the very beginning, the combined efforts of many individuals and many groups in your organization have produced a high spirit of unity and co-operation. Your leaders, from E. W. Bagster-Collins of Columbia University, to Professor Edwin H. Zeydel of the University of Cincinnati, have been fair and impartial in judgment. They have been men of vision and idealism based firmly on sound scholarship. They have always been watchful lest "the best thought contributed somewhere, be permitted to die unheard." They have been "eager to collect it and make it available to all."

Under such leadership, it is not surprising that eight times every year you have brought to your thousands of readers, helpful articles, accounts of educational progress in language teaching, materials, book notices, and criticisms, which every teacher needs for professional growth. You have offered excellent ideas and practical suggestions contributed often by classroom teachers themselves whom you have always urged to send simple accounts of how things are done—devices taken from the workshop.

The articles appearing in the very first issues of your magazine indicate

clearly your understanding of what language study should be. Your plan for handling individual differences in learning ability, your emphasis on the value of language clubs, outside reading, and original dramatizations demonstrating the life and spirit of different peoples, instead of "dry as dust grammar," are all characteristics of the best teaching today. You have added from time to time, film reviews, reports of radio broadcasts and other up-to-the-minute suggestions of all kinds. Your popularity has been very great and it is growing greater with the years.

I congratulate you, *Modern Language Journal*, on your long and honorable history, and on the many friends you have acquired. I sincerely hope that the next twenty-five years will bring you many new honors, and continued success in your service to teachers and to language, "the basis of our civilization."

In the words of Horace, may you always have reason to "count your birthdays thankfully" in the future, as you have had in the past.

WILLIAM H. JOHNSON

*Superintendent of Schools, Chicago*

The celebration of the 25th Anniversary of its foundation by the *Modern Language Journal* is a noteworthy event for all those interested in the teaching of the modern languages. Despite the fact that we have foreign speaking people among us, we in the United States are fundamentally a uni-lingual people. We do not have an incentive to study a foreign language, as do some of the peoples in Europe, who often live with or in close proximity to people speaking a different language.

In the absence of this natural incentive, there is greater necessity for the teacher to arouse interest in his subject. That the *Modern Language Journal* has helped the teacher in this work is evidenced by the wide circulation the *Journal* has among modern language teachers.

May I offer my congratulations on the celebration of the 25th Anniversary of the *Journal*?

(Mons.) CARL J. RYAN,

*Superintendent of Parochial Schools,  
Archdiocese of Cincinnati  
Cincinnati, Ohio*

I write you just a line of congratulation on the twenty-fifth anniversary of the *Modern Language Journal*.

It is a great satisfaction to all of us who are interested in sound training for the younger generation to have a publication like this available.

In times like these, it is more than ever necessary that we offer mutual aid and encouragement to one another in the difficult and vital task of keeping the modern language study going in our schools so that the lines of communication to foreign countries may be kept open and clear.

GEORGE VAN SANTVOORD

*Headmaster, The Hotchkiss School  
Lakeville, Connecticut*

## *The Case of the Modern Foreign Languages*

ALFRED A. BENESCH

*Member of the Board of Education, Cleveland, Ohio*

(*Author's summary.*—America has a wealth of "technicians" but not enough "pilots." The study of modern foreign languages will help provide more "pilots"—leaders in human fields.)

**B**OTH the economic depression through which we have been passing and the almost universal adoption of shorter working hours in commerce and industry have brought about a degree of enforced leisure hitherto unknown. Great masses of Americans are being afforded opportunities for worth-while extra-curricular activities, heretofore denied them. How to capitalize this leisure—how to make it profitable, not in a material, but rather in a cultural sense, constitutes one of the vital problems of today.

For more than a generation, not alone our secondary schools but our colleges and universities as well have been laying emphasis upon the value and the virtue of vocational guidance, to such an extent that in some institutions of learning the department of counselors has assumed the right, not merely to suggest but even to dictate the business or profession which students should adopt. And as a consequence, if a boy should exhibit unusual aptitude in mechanical drawing, for example, it follows that he must become a draftsman. The commercial field, medicine, the law, teaching, and the ministry are wholly excluded from his possibilities. If a girl displays especial proficiency in elementary composition, she is predestined for a journalistic career. The professions of teaching, nursing, commercial art or domestic science are excluded from consideration, in total disregard of the fact that many students do not succeed in actually "finding" themselves until after graduation from the professional schools.

Now, I do not want to be misunderstood. I am not a disbeliever in genius or native talent. I am very decidedly of the opinion, however, that judgments and decisions of so-called vocational counselors, predicated upon inadequate knowledge of and limited experience with adolescents are severely to be condemned, because they are certain to result, not infrequently, in injustice to the child and in denial of opportunity for wholesome and well-rounded development. I am sure that to a company of educators I need not amplify this theme.

Somehow or other we are curiously inconsistent in our boasted broad-gauge thinking. On the one hand we agitate for a maximum of eight hours a day in commerce and industry, the more successfully to afford a greater degree of leisure and opportunity for intellectual refreshment, and, on the other hand we prescribe for our secondary schools and even for our colleges curricula that take no account of and make no provision for the remaining sixteen hours of the day. Obviously, consideration must be given to the leisure hours. Extra-curricular activities must be provided, else the enforced

leisure will serve no useful purpose. Surely the student who has specialized in beauty culture, or the student who has specialized in automobile mechanics should at the same time be prepared to understand and intelligently to discuss subjects other than the specialty; otherwise, we shall have made provision for a leisure that is wholly meaningless and without content.

Germany, of all countries, has perhaps been laying greatest stress upon the practical character of public education, and yet even in Germany the process has not been carried to such ridiculous and indefensible extremes as in America. I recall a conversation which I had several years ago with a fourteen year old bus boy in a Swiss hotel. He had studied in Munich for his "profession"—"mein Fach" as he called it—that of waiter. He had studied and was proficient in French, German, English and Italian, the languages generally spoken by visitors to Switzerland. These languages he had mastered, in addition to the technical details of his "profession." One cannot overstress the intellectual and cultural advantages which had accrued to this boy from a mere study of these languages. Newton D. Baker once told me that perhaps the chief difference between the educated American and the educated European is that the latter is bi-lingual, and by so much, at any rate, the better qualified to appreciate and to enjoy at first hand the literature, the history, and the culture of at least one country other than his own. And, after all, isn't it true, as Ernest Mark Hopkins, President of Dartmouth, said, that the primary function of education is to enable students to understand and to enjoy life? Not merely to understand—but to understand and to enjoy. That principle we should adopt for our American schools, and to may mind it is not too early to begin in the elementary grades. When I attend the demonstration classes in our Cleveland schools and hear children of the age of six years engage with the teacher in a question and answer period, conducted entirely in French or in German, I am genuinely thrilled and elated, because right there we have begun to plant the seeds of something distinctively worth while—a wholesome, well-rounded education that is calculated to contribute to the understanding and enjoyment of life.

I do not, of course, want to be understood as advocating neglect of the *practical* ends of education, for to do that would be tantamount to ignoring the obvious and the realistic. To recognize no *other* ends, however, would be to "betray the superior interests of humanity." Even though we Americans are notoriously prone to attach vital importance to the studies which are generally regarded as "serviceable" and "useful" in this workaday world, we have happily not failed to recognize that practical education is an essential preparation for ideal and cultural achievements. As Professor M. S. Pargment, of the University of Michigan, has aptly expressed it, "although culture is a by-product of life, it often yields a greater return than the parent, industry."

Nicholas Murray Butler recently defined a liberal education as "the training befitting a free man who is to live his life in a freely ordered social, economic and political state." No liberal education is possible, he said, in the present-day totalitarian states, since it is fundamental to their policy and indeed to their continued existence that all youth be cast in a common mold and that absolute obedience and conformity be given the place which we have been so glad to reserve for liberty. We dare not lose sight of the fact that we are dealing with individuals, with individual differences, with human personalities, not with standardized, regimented groups destined to fit into a particular groove. I contend that it is the function of the school to prepare the student to fit into *any* groove. It is not enough that the student be qualified to make a living. It is equally essential, for his own welfare and the welfare of society, that he be qualified to make a life. The pragmatist in education lays undue and disproportionate emphasis upon the useful, the material. He wants the student of medicine to study biology, chemistry and zoology, even in high school, and, of course, to specialize in those subjects in college. Similarly, he wants the students of engineering to specialize in physics and mechanics by way of preparation. The idealist in education, on the other hand, though he does not minimize the value of the practical, does not regard the practical as the be-all and the end-all of education. Rather, as I have heretofore indicated, does he stress the importance, as a design for living, of a general education, training of a character that will enable the student, as President Hopkins said, to understand and to enjoy life. His educational equipment, in short, should be catholic and universal, not narrow, parochial, restricted nor standardized.

I have no patience with those who label cultural subjects as impractical and visionary. The liberal arts, even in our secondary schools, must be fortified and cherished. Dr. Harry Carman, a member of the Board of Higher Education of New York City, has pointed out four imperfections in college training which, he contends, can be eliminated by the enrichment of instruction in the liberal arts—the wide-spread introduction of vocational courses, specialization to the exclusion of a broad education; a pre-occupation with contemporary matters that fails to take account of tradition and of the historic past, and the failure to develop wise men and competent leaders. And what a true indictment that is of our system of education!

As respects vocational training, we are perhaps second only to Germany; but, in the broader fields of learning, in knowledge of diverse subjects, in sympathetic understanding, we have been tragically deficient. We have failed to recognize that our security as a nation depends as much upon an educated citizenry as it does upon military and naval armament. We speak glibly of education for democracy, without realizing the full import of that phrase, and without providing the teaching personnel qualified to give leadership in "education for democracy." We have failed to foster the



cultural contacts between the peoples of the United States and those of the other nations of the world—contacts that are more vitally essential in the present international turmoil than ever before. And what more appropriate instrumentality for the promotion of these contacts can be conceived than the study of the modern languages?

In a recent article on "Objectives in the Teaching of Modern Languages," Dr. Emile B. DeSauzé, Director of Foreign Languages in the Cleveland Public Schools and Professor of French at Western Reserve University, very significantly pointed out that the Golden Age of each modern literature occurred, not during the years of greatest military triumphs, nor of greatest commercial development, but rather "during those years when very special emphasis was laid on language study."

He points out, further, that "the greatest writers have received their inspiration from other literatures—Bacon, in his essays found inspiration in Montaigne; Dante's *Divina Commedia* influenced Milton in his *Paradise Lost*. Virgil borrowed from the Greek. Dante knew French besides Latin; Shakespeare probably knew Italian, and Voltaire English. Indeed, the lives and the interests of these literary immortals fitted the description in the "Andria"—"Homo sum; humani nihil a me alienum puto."

Let me quote a statement made by M. S. Sloan, President of the Brooklyn Edison Company, at the recent dedication of a new engineering laboratory at Lehigh University:—"The most frequently heard criticism of the technical man is that he is lacking in human understanding and in acquaintance with the world of affairs. Our greatest need is for a complete grounding in the fundamentals. If the college graduate is displacing the self-made man in industry, the man with the broadest culture has the advantage over one less equipped. Even if it be *at some sacrifice of scientific training*, engineering students should acquire a taste for the cultural subjects during their academic course." Industry wants men with imagination, with a background and an education so broad that technical training assumes its proper place but does not become the whole.

Remarkable as it may seem, one of the leading scientific schools in this country until recently provided in its curriculum only courses in chemistry, mechanics, physics, electricity, and the like—not a single course in history, literature, economics, or political science.

Whenever I am asked why I have become so uncompromising an advocate of the teaching of modern languages in our public schools and colleges, I reply that I am not content merely with their ability to provide mental discipline or to produce trained minds, or to inculcate habits of thoroughness and exactness in the mental processes.

And, even if I were content to disregard their purely cultural value, I should none the less advocate the study of the modern languages for practical reasons—because a knowledge of foreign languages is conducive



to readier communication with the peoples who speak them, and makes for better understanding and appreciation. Who can doubt, for example, that Germany's prominence in the South American countries is attributable for the most part to the ability of its commercial and diplomatic representatives to talk to our southern neighbors in their own tongue, to keep abreast of current events, and to interest themselves, not alone in wares and merchandise, but in the arts and the sciences as well? All this makes for mutuality of understanding and for the elimination of irrational prejudices.

You will remember the World War and the post-war ban on the study of German in many of our high schools. My own city of Cleveland offended in that particular, and one of the first measures which I sponsored upon becoming a member of the Board of Education was a resolution calling for the restoration of German to the curriculum. Its elimination was indefensible upon *any* ground. As well might the colonists have proscribed the teaching of English when they declared war upon England. The study of German was never discontinued in France. It went on right through the war, as did the study of French and English in Germany, for those countries knew that they could not afford to be ignorant of one another's language. And so today, however much we may despise the dictatorial and barbaric government of present day Germany, and I yield to no one in my contempt for it, we may not let passion nor even patriotism supplant calm and reasoned judgment. Unquestionably, the elimination of German in our high schools would seriously cripple the development of research and scholarship and advanced work in our professional schools. German science, German literature, German art, German music, and German industrial and commercial achievement are among the world's most prized possessions. The serious student of European history, ancient or modern, cannot dispense with a working knowledge of the German language. There is no branch of human knowledge to which the Germans of the glorious nineteenth century have not made substantial and memorable contributions. Besides, German is one of the great cultural modern languages. The literature in that language is indispensable to students of medicine, chemistry, physics, biology and all branches of applied science, as it is to students of economics, history, psychology and psychiatry. In the interests of the advancement of research and scholarship, as well as in the promotion of that international understanding and good will, which, let us hope, will soon eventuate, the German language must retain its rightful place among the studies of the secondary school.

As to the importance and value of the French language, I can do no better than to quote from a report of the British Ministry of Education, issued in 1918:—

"French is by far the most important language in the history of modern civilization. . . . For three hundred years France was the acknowledged leader of Europe in the arts, the sciences, and the fashions. In literature

alone among the arts has she an equal or a superior in England. In the actual bulk and volume of her scientific work France may, during the last half century, have fallen behind Germany, but by vivifying and pregnant ideas she has made the whole world her debtor, and in the lucidity and logical consistency of her interpretation of life she has no rival. We are her debtors above all other peoples, for England was during four centuries the pupil, and afterwards the enemy and rival, but always in some degree under the influence of France. Not only is French the language of diplomatic intercourse, but in countries where English has not established itself, French is found most commonly useful as an intermediary between any two persons of different nationality. . . . Our careless articulation may be corrected by the precise and studied utterance of the French; our modes of written expression might gain much from study of the perspicuous phrasing, logical construction, and harmonious proportions of their prose. From every point of view French is, for us above all, the most important of living tongues; it has, and it should retain, the first place in our schools and universities."

The time is past when foreign language teachers might regard themselves as representatives and protagonists of an alien culture seeking to perpetuate itself on American soil. Their primary objective must be to prepare the youth of the country for the tasks of tomorrow. The study of foreign languages opens vast fields. The value of foreign study is destined to increase in importance as America enters into more intimate political, commercial and intellectual relations with the other countries of the world. The study of foreign languages is calculated to destroy the narrow nationalisms and the false racial ideologies that have plagued mankind for countless generations. Dr. Franz Boas, professor of Anthropology at Columbia, recently said:—"For our own civilization the contributions of England, Germany and France are of utmost importance. It seems entirely unreasonable to limit the teaching of any one of these languages because we do not happen to be in sympathy with the momentary political conditions in a particular country. The ideals of the German classical writers and philosophers do not lose any of their importance on account of the present situation."

I said at the outset that the economic depression had brought about an unparalleled degree of leisure and that the wholesome employment of that leisure constitutes a major problem of our day. Of course, mechanical and artificial stimuli are readily at hand—swing music, contract bridge, cocktail parties, the talkies, airplanes *et cetera*. But I prefer to think of stimuli that are worth while—I prefer to think of high school curricula that will encourage the student to read good books in the foreign languages, not alone while he is a student, but after, long after he has been graduated from high school and college.

The lessons of history are futile and meaningless unless they have taught us that the achievements which alone are to be prized, the achievements

which alone glorify and ennoble a people or a nation, are the achievements of the spirit. Wealth, tangible things, material progress, as we have learned during the past decade, are but temporary, evanescent and deceptive. Knowledge and culture alone are substantial, universal and eternal. To what did men turn when money and possessions and estates vanished? To new ways of creating material wealth? No—they turned to religion, to literature, to music, to the appreciation of those intangibles which, in the mad rush for the tangibles, they had been too busy to cultivate. They had tasted the bitter fruit. They had learned that "man cannot live by bread alone." And so this new leisure, enforced though it may have been, can become a blessing in disguise, and can create new values, new hopes, new ideals, new ambitions, and guide us along strange but pleasant pathways, wholly unfamiliar heretofore.

Many years ago, the late William Graham Sumner of Yale referred to the "marvelous power of the human mind to resist the intrusion of knowledge." That witty observation may have been fully justified in his generation, but it has far less application today. Never have Americans been striving for truth and learning and intellectual achievement as earnestly as during the past decade. Never have there been afforded so many lectures, dissertations, symposia and discussions on all manner of topics and in all manner of languages. Never have we Americans been so internationally minded, and never has the opportunity for a well-rounded education been so auspicious. A new world is in the making. Education, both public and private, must assume the solemn responsibility and the tremendously vital task of moulding that world, so that it may be fashioned, not on the pattern of civilizations that once prospered and then crumbled into oblivion, but on the pattern of international understanding and good will.

# *What Right Has Language Study to Survive? A Manifesto for Languages*

EDWARD F. HAUCH

*Hamilton College, Clinton, New York*

(*Author's summary.*—A reconsideration of the case of language study along original lines, based upon the premise that thought and the Word go hand in hand.)

## I

WHEN language teachers begin to apologize for their existence, we are likely to hear much about the value of language study as a means of cultivating understanding among the nations, as a necessity in foreign trade, as a key to unlock the mysteries concealed in foreign scholarly and scientific writings, as a fundamental necessity for the true understanding of the native speech. These are all most important considerations, the validity of which may be taken for granted without further formal elaboration for the time being. So long as there are other important languages in the world besides our own, some of us will have to learn some of them as a matter of course.

There are, however, aspects of language study, both within and without the ideology indicated above, that are not receiving from educators the degree of attention proportionate to their importance. Above all else, any valid ideology of language study must ultimately take into account the intimate relationship between human speech and human intellect.

The intellect is man's distinctive attribute; to it alone he owes his power over nature and his supremacy over his fellow creatures. Man is unique in that he is a tool-using and tool-making animal. Virtually all his external physical tools are extensions of that most marvellous physical tool, the human hand. Its development and the coordinate development of the brain functions that govern it have given him the phenomenal control of his terrestrial environment which is a distinctive achievement of *homo sapiens*. This development is intimately associated with the evolution of another human tool, that tool of the mind, the WORD.

Speech is a human phenomenon that has contributed immeasurably to man's intellectual evolution and its accompanying refinement and intensification of sensation. As a matter of fact, without language intellectual evolution of any appreciable degree is unthinkable. Language and thought are inextricably dependent upon one another; they are essentially identical. There is, to be sure, much speech without great thought, but thought is possible only through the medium of the WORD. There is no fancy that does not record itself either in exclamation or in word-images in the recesses of the mind.

According to the Russian psychologist L. S. Vitgotsky, "a thought

which has not been embodied in words remains a shadow."<sup>1</sup> R. J. A. Berry of the University of Melbourne virtually defines mind as speech reflecting ideas.<sup>2</sup> According to Arnold Gesell of Yale, "Helen Keller . . . might have been stranded in a state of relative mental savagery if she had not caught the transfiguring concept of the word."<sup>3</sup> Dr. Ward Millias of the Rome State School, Rome, New York, is of the opinion that Gesell is really understating the case and might well have used the words, "would most certainly have been stranded . . ."

To release and make luminous a potentially remarkably radiant personality, the afflicted child, Helen Keller, first of all had to be taught somehow to translate her inchoate sensations into coordinated tactile word-symbols. She herself calls words the mind's wings and a new word the key to untold treasures<sup>4</sup> and declares that she was able to think three times as fast after she had learned to speak with her lips.<sup>5</sup> She attained a high degree of proficiency in the refinements of English and in her command of Greek, Latin, German, and French.

For practical human purposes the child Helen Keller had an animal mind but no human mind until she began to develop a speech concept. The more language and the more languages she had, the more mind she had, or at least, the more mind she had at her command. Her autobiography and Nella Braddy's biography of her teacher, Anne Sullivan Macy, should be required reading for all language teachers and all language students. Those two books could be read in sackcloth and ashes by some of us.

To the neurologist and the psychiatrist the various types of mental deficiency offer peculiar opportunities for the study of mental phenomena because of the fact that mental processes in the case of mental defectives are reduced to their lowest terms and are so seriously slowed down that they are more readily observable than the much swifter normal processes.

Dr. Millias, mentioned above, basing his conclusions on extensive observation and mental measurement of mental defectives, finds a high correlation between their capacity for human speech and capacity for any other human activity of work and play whatsoever. Only those mental defectives who can be taught speech—in some form or other—can be taught anything else to any appreciable degree.

With college office files bursting with scholastic statistics, it should not be difficult, either to refute or to sustain the opinion prevalent in certain college faculty circles that there is a high correlation between the students' language capacity and their intellectual capacity in general.

Vitgotsky "discovered that the central place in the development of con-

<sup>1</sup> L. S. Vitgotsky. "Thought and Speech," *Psychiatry*, February, 1939, p. 52.

<sup>2</sup> R. J. A. Berry. *Brain and Mind*, Macmillan, p. 414.

<sup>3</sup> Arnold Gesell. *Infancy and Human Growth*, Macmillan, pp. 242, 243.

<sup>4</sup> Helen Keller. *The Story of my Life*, Doubleday, Page & Company, pp. 202, 242.

<sup>5</sup> Nella Braddy. *Anne Sullivan Macy*. Doubleday, Page & Company, p. 152.

scious conduct belonged to speech. It is speech that creates the possibility of intelligent coordination of functions."<sup>6</sup> According to modern neurologists, not some specific, local speech centre in the brain (area of Broca, for example), but virtually the whole of the cerebral cortex (gray matter) functions actively and integrally in the phenomenon of speech. The Broca area is more probably a so-called effector organ in the process. Berry quotes Starling as follows: "There is probably no word, still less a collection of words expressing an idea, which does not involve the activity of practically all parts of the cerebral cortex." Berry also makes the statement: "An extensive vocabulary, indicative of ideas, is the surest indication of intelligence."<sup>7</sup>

We cannot arrive at valid conclusions as to the nature of intelligence without taking into account the physical apparatus through which alone it can function.

The modern neuron theory owes its inception to a considerable degree to the researches of W. Waldeyer.<sup>8</sup> According to this theory and the working hypotheses of modern neurologists based on it, the substance of the prenatal brain consists largely of latent nerve elements (neuroblasts); the number varies considerably from individual to individual; we all have millions of them—the normal baby nine billion, more or less, about three times as many as high grade lower mammals; idiots have relatively few, potential men of genius relatively many. At birth neuroblasts have already been converted into latent or actively functioning nerve centres, or *neurons*; but a great many of them, particularly in those regions of the brain (supra-granular cortex) that provide the machinery for consciousness, are still in the neuroblastic stage; some of them remain in this stage all through life—particularly in the case of those darlings of the dictators who seldom use their own heads and let others do their thinking for them. Through the stimulation of our receptor organs (of sight, hearing, etc.) a physiological force, some sort of nerve energy, electrical, chemical, or of whatever nature it may be, is generated that has in a very literal sense a physiological effect upon the nerve centres of the brain.

For example, the acquisition of each new word-concept in whatever language involves the physiological conversion of latent nerve elements into actively functioning nerve centres, actively functioning so-called neurons. In the process, furthermore, newly activated neurons are connected up in association chains and arcs of neurons already actively functioning. The multiplicity and relative sensitivity of these connecting associations (hook-ups), as well as the actual number of functioning neurons, are likewise vital factors in the differentiation of human beings as idiots, common dullards,

<sup>6</sup> *Psychiatry*, February, 1939, p. 53.

<sup>7</sup> R. J. A. Berry. *Brain and Mind*, Macmillan. pp. 409, 412. E. H. Starling. *Principles of Human Physiology*, 5th Ed. Lea & Febiger, Philadelphia, p. 356.

<sup>8</sup> *Deutsche medizinische Wochenschrift* XVII (1891), Nos. 44-47, 49, 50.



men of talent, men of genius. These physiological speech-thought habit paths may be interrupted physically through accident or disease, and they tend to become obscured through lack of use.

It would therefore appear that to tell people to use their heads is very sound advice! There would appear to be very good reasons for insistence in our language work upon precision and distinctness of utterance in pronunciation, alertness, and a certain vigor of posture and expression. The reputed linguistic feebleness of American youth is largely a matter of over-indulgence in an economy of vocal effort that defies all but the most relentless pedagogical attacks upon it to break it down. You simply cannot get our intellectually diffident youths to let themselves go vocally. Consequently in our attempts to teach them foreign languages, or even the native language, the physiological speech-thought habit paths are all too feebly indicated to the brain, the feeble tracings too faint and too readily obliterated.

Now this, of course, is the merest dip into a subject about and within which there is just about as much controversy as anywhere else in the realm of science and scholarship. Neurologists do not claim to be able to explain all mental phenomena on the basis of their present conclusions and hypotheses. But there would seem to be sufficient coincidence between their working hypotheses and observable phenomena at least to indicate the extreme importance of the intelligent cultivation of the WORD in our educational program, the fundamentally integrating factor in the acquisition of any kind of human knowledge whatsoever. In a very real sense, in a physiological sense even, if not almost exclusively in a physiological sense, the intelligent cultivation of the WORD would seem to be the beginning, the creation, and the development of mind.

Virtually everything human that we learn, we learn through the medium of the WORD. Primitive man endowed the word with magic; he was at least as nearly right about it as the modern rationalist with his more or less facile rationalizations. "In the beginning was the WORD" is a dictum the tremendous anthropological, physiological, and social implications of which are not even suspected by the many and for the most part vaguely sensed but by the few. Among those few are virtually all the world's great philosophers, and so far is philosophy still removed from the solution of the riddle that Wilbur M. Urban is induced to declare language to be "the last and deepest problem of the philosophical mind."<sup>9</sup>

## II

Among the possible questions that might be suggested by the foregoing brief excursion into neuro-physiology there are three that are of especial importance to language study:

<sup>9</sup> *Language and Reality*. Macmillan. 1939, p. 23. *The Philosophical Review*. Volume XLVII, 1938, p. 565.

1) If foreign languages are to be learned at all, and if the neuro-physiologists are right, it should be self-evident that a study in which memory plays so large a part should be begun at a relatively low age-level. The college level is already somewhat beyond the stage of physical plasticity most favorable for that kind of mental effort. Certain social studies, for example, are much more appropriate and profitable for maturer minds than for callow high school adolescents. About all that can be done with them by way of social studies is some degree of elementary indoctrination; possibly that is just what is desired—when appropriately disguised. Moreover, preoccupation with social and world problems is much harder to avoid all through life than the more specifically cultural tastes and skills. Only rarely will these enter vitally into the lives of people in later years if a substantial beginning in them has not been made at the school age-level.

2) Of what further significance is neuro-physiology with regard specifically to foreign language learning?

No one questions the necessity of intensive and extensive cultivation of the native speech. Will anyone question the desirability of some knowledge of neuro-physiology on the part of teachers of English and the aid that such knowledge may be to them in their analyses of their pedagogical problems? Would such knowledge, for example, not indicate the great importance of active, clear-cut, energetic physical expression on the part of the learner (public speaking, dramatics, singing, writing)?

The same is true with regard to the learning of foreign languages. Whatever the benefits of foreign language learning may be, these benefits will be realized only if there is tangible and substantial achievement resulting from it; some substantial portion of the language really must be learned. We cannot learn a foreign language exclusively in English, and so long as we try to do our foreign language learning so largely in English, we shall not even realize those benefits which are supposed to accrue to our command of the native speech through the learning of a foreign speech. Leaving all other supposed benefits of foreign language learning in abeyance for the moment, let us consider here its possible reaction upon the native speech.

So far as actual physiological effects are concerned, the high degree of intensive concentration demanded for *successful* study of the foreign language reacts beneficially upon the learner's attitude toward the native speech, develops in him a high degree of critical language consciousness, and helps materially to overcome certain native language deficiencies that are due to that facile and complacent effortlessness which characterizes so markedly our native speech habits.

A very large part of our English vocabulary, particularly that part most useful on the higher levels of thought, are not created out of native language material but out of material borrowed from foreign languages. Few of the users of these beautiful and potentially effective polysyllables have any no-

tion of their inherent metaphorical associations; their use of them is therefore likely to be inaccurate, *thoughtless*, even ludicrous. They will use them thoughtfully, accurately, and with effective discrimination only when those lost associations are restored to them. Learning a foreign language restores not all the associations in every individual case, to be sure, but makes the learner at least aware of this associational phenomenon and cultivates in him a state of mind that does not permit him, if he has any intellectual honesty at all, to use a single word of whatever origin without giving at least a passing thought to its inherent metaphorical implications.

Learning a foreign language is more than a mere mechanical matter of matching native words against foreign equivalents. There are very few absolute equivalents. Virtually no native words, very few even of the commonest sort, have exact counterparts in any foreign language, least of all in their psychical associations. Each new word learned in any language opens up a new and refreshing cycle of new associations and ideas, enriching the learner's speech and thought in proportion to the degree of realization of these new associations.

The process by which associations are established demands, involves, and is, essentially, brain development. The more psychical associations to be established, the more neurons must be activated and the more neuron hook-ups set up. As associations grow and multiply, so grow the mind and the capacity for comprehensive thinking, alpha and omega of our educational endeavors.

But to be of any value in this respect, contact with foreign languages must go considerably beyond superficial smatterings. To base conclusions as to the negative value of bilingualism upon studies of the linguistic deficiencies of bilingual children—or adults—who are essentially illiterate is a procedure that is thoroughly unsound. Valid studies of bilingualism and polylingualism must be made with subjects, old or young, who are in possession, to some degree at least, of a *cultivated* knowledge of two or more languages.

3) If the neurologists are right, might we not have reason to question anew the conclusions of certain psychologists regarding disciplinary and transfer values of foreign language study?

In these latter days anyone who says even a timid word for the disciplinary and transfer values of language study exposes himself to the charge of being very much behind the times. The psychologists of a generation ago exploded all that—or at least we thought they had.

Because of meagre time allotments for certain studies and other things largely beyond the immediate control of those who do the *teaching*, the classroom has not always produced the results that are expected. Theories of transfer and disciplinary values had to serve as smoke screens for lamentable performances. What the experiments of the psychologists have really shown

is this: If there is such a thing as transfer value, there must be something far more substantial, far more intrinsic, far more vital, to transfer than examination grades, semester hour records, and the feeble smatterings that they too often represent.

Valid conclusions as to transfer and disciplinary values must be based on premises that take into account, among other things, the physical effects of the studies in question upon the tissues of the brain, the physical apparatus through which alone mind can manifest itself. Psychologists, mental measurers, and educators generally would do well to add some knowledge of neuro-physiology to their technical equipment.

Where there is real learning, there will be no need of any worry about transfer values and disciplinary effects. The man or woman who has it will be learning's most convincing vindication. It will even have a certain market value if it is the real thing and something more than esoteric snobbery. Real learning permeates the very fibre of being, physical and psychical, is most potent in ways and in places of which we are never wholly cognizant, of which, in fact, we are generally quite unaware.

Intelligence tests and measurements are not to be disparaged; they are valid within certain limits of things relatively tangible. Real learning, however, in its last cultural and sociological effects eludes as yet the psychologists' most ingenious efforts in scientific measurements; their measurements leave off just about at the point where the real thing begins.

### III

There is not now much talk about mental disciplines and transfer values, but progressive educators themselves now have need of smoke screens. Because there is no royal road to substantial learning, there is now much disparagement of factual learning, and there is great ding-dong about teaching children how to think. Because they do not always think *what* we think, we conclude too willingly that they do not think at all.

You cannot teach a child to think in a vacuum; you cannot make an engine run without fuel. What is this fuel that, psychically speaking, makes the human engine go? What studies contribute effectively to personal, cultural development and fit our youth for constructive, social living? What right, cultural and sociological, has language study to survive?

Definitive answers to these questions are beyond the scope of the present study; all that is attempted in what follows is the presentation of a few of the factors which, among others, must be taken into account if a relatively valid definitiveness with regard to these questions is ever to be achieved.

The traditional humanistic educational program was heavily weighted with languages and literature. Whatever that program may have done for the brainier samples of *homo sapiens* individually, it is surely patent to all of us these days that it did not bring the race collectively the millennium. The

sick old world is in no great hurry to be cured that way, and we might just as well make up our minds right now that its diseases can resist for a long time to come *even* the swift and reputedly efficacious panaceas now so enthusiastically urged by the protagonists of social studies, for example.

These protagonists assume and assert that liberal classicism tends to make the individual too independent spiritually of the world about him, too unconcerned about its sociological imperfections and consequently too negative a factor in its regeneration. They accuse the classicist of withdrawing into his ivory tower of intellectual isolation and letting the incorrigible old world go its own sweet or bitter way to the everlasting bow-wows.

If the cultural program of which the language people by and large are the protagonists is failing today to accomplish that which it is intended to accomplish, it may well be that it is failing, not because of its intrinsic worthlessness, but because it is not being exploited as extensively, as intensively, and as intelligently as it should be. Because a thin veneer of culture is just as useless as a mere smattering of anything else, are we about to jettison the whole business? It is the old story of emptying the baby with the tub.

If young men and women bring to the consideration of the problems of society and of life in general an intelligently selected and properly integrated training in language, literature, history, mathematics, and natural science, they can make just as intelligent and beneficent an adjustment to those problems as the specialist in sociology, for example, who has just a modicum of such fundamental equipment. That is the kind of education which the Founding Fathers had; their practical accomplishments, of which we are the favored inheritors, compare rather favorably with those of the specialists in economics and government of our time. Their problems too were stupendous and complicated.

#### IV

There are educators who consider the ancient languages by now a lost cause, and the more's the pity if they are right. Very well then, let's bury the dead, but not without at least a thought in passing for that which we are about to lose as we join the procession down the educational Broadway with the wind upon our backs.

The ancient culture that concerned the ancient Greeks was largely contained within the limits of their own Grecian dialects, mainly the Attic. Absence of intellectual curiosity was not a Grecian virtue. The Athenians have endured in the memory of mankind because they were preeminently an intellectual people. They were not particularly preoccupied with the stock-market; they left that to the more or less despised foreigner within their gates; they were much preoccupied with the eternal things of art and intellect. Strange as it may appear, this did not handicap them apparently for some of the *major* aspects of so-called practical affairs. Athens, whose citizens were the most intellectual of the Greeks, was the centre that controlled



a wide-flung empire over sea and land for a very respectable number of years.

To his native Latin the ancient educated Roman added Greek and contact with Grecian civilization as his most precious cultural heritage. It was a pedagogical burden that did not disable him by any means for so-called practical pursuits; for several centuries he ruled the world, and on the whole, not badly. Rome's intellectual domination is impressively extensive even now.

Our modern civilization of the West is to a very large degree a Greco-Roman heritage. Our very Christianity is deeply tinged with Grecian thought and Grecian ethics; it came to us (Germanic) "barbarians" almost exclusively through Rome. To the language of the Greeks and Romans our English language owes not a little of its finest thought and a considerable number of its finest words, virtually meaningless to many of us who have no adequate knowledge of their linguistic and psychical associations.

## V

The ancient Latin is represented in the modern world by three great cultural linguistic spheres: Italian, French, and Spanish. To these the two great Germanic peoples, the English and the Germans, have added two more. Not one of the five can claim anything like an all-inclusive supremacy over the other four. There are differences of level in different fields and in different eras, but differing from one another here and there, essentially they are peers. Any claim to a well balanced culture must reckon with the need of substantial contact with more than the native speech alone.

This would seem to indicate a rather terrifying educational program for the men and women who aspire to attain something like a real Western culture and an adequate adjustment to the workaday world in which they live. But among the five great nations named above, there is one, *at least*, which furnishes a good demonstration of that which can be done about it. The people who have made probably the most satisfactory adjustment to this cultural situation are the ruling elements of the British Empire. The definitely humanistic and classical bias of English higher education by no means exhausted English energies for so-called practical achievements, more probably greatly stimulated and sustained them. These cultivated Englishmen still found time to get possession of one fourth of the world's land and dominion over all its seas and managed to retain a high degree of moral and intellectual dominion over the United States of America throughout the one hundred and sixty years of the political independence of that most important European colony.

The most serious challenge to this British supremacy comes from a nation where the classical traditions in formal education have been and still are, at the least, no less strong. In all the secondary schools of Germany of



whatever type the study of English is compulsory; Latin is compulsory in all but the *Oberschule* for girls, where it is optional. Additional language requirements can be supplied by a free choice among French, Spanish, and Italian.<sup>10</sup>

There is virtually nothing in our American civilization that is not deeply rooted in European culture—not even our democracy. No Western man or woman is truly educated who has not, to begin with, an intelligent conception of ancient and modern European history. There are aspects of historical study in its most general sense for the comprehension of which there is necessary a linguistic horizon somewhat wider than that afforded by the native speech alone. It is not entirely necessary to be familiar with all the languages and all the great representative literary monuments of each. But the knowledge of even only one foreign language and familiarity with at least the greatest of its literary monuments put those in possession of this knowledge in culture considerably above their monolingual fellows of potentially equal intellectual capacity. Such an even limited extension of the intellectual horizon beyond the circle of the native speech cultivates at least an awareness of the existence of still more widely swinging circles and thus forms a basis for the appreciation of mentalities not within the immediate horizon. And that is much indeed. As a member of the grand orchestra of humanity, the monolingualist is in somewhat the same position as the musical amateur who has an ear for his own instrument alone.

It is not a part of the plan of this manifesto for languages to draw up a brief for each and every one of the languages that should have a place on our school curricula. German is here chosen merely as a sample of some of the things that can be said for the cultural value of language study in general. Not all the things that can be said specifically for German could be said about each and every one of the rest, but it is exceedingly important to keep in mind this one thing:

*Anything that can be said for the cultural value of the study of German has its equivalent counterpart in that which could be said for Greek, Latin, French, Spanish, Italian.*

German is spoken by more people in Europe than any other cultural language with which we are primarily concerned. As a world language it ranks fourth, coming, according to Whitaker's Almanack, after Chinese, English, and Russian. It was in Germany that the art of printing books began, and for many years a considerably larger number of new books have been printed in Germany than in any other country. There have been years when the total number of new titles for Germany exceeded 30,000. The figures for the year 1937 are about as follows: Germany, 25,000; Britain, 16,000; The United States, 11,000; Italy, 11,000; France, 10,000.

<sup>10</sup> See Rudolf Münch. "The Teaching of Modern Languages in Germany," *Education*, April, 1939, pp. 454-463, especially p. 457.

German lyricism, as far back as the age of chivalry at least, is peculiarly characteristic and distinctive. Its forthright honesty of craftsmanship, its deep sincerity of purpose, its influence on world hymnology, should make pre-occupation with it in our colleges and high schools highly desirable and culturally extremely valuable.<sup>11</sup>

The most ambitious, most mature, and in many respects the most catholic literature in modern German is in the field of the drama, a form that by the way, is taken rather more seriously in Germany as an instrument of adult education than anywhere else in the world. German dramatic literature has enriched the world with a considerable number of really great and universal books. The great age of modern German classicism is somewhat closer in its problems and in its psychical implications to our own contemporary mentality than any of the great classical eras of any other people. A great Romance scholar in a witty mood once paid his respects to the Germans and their culture somewhat as follows: "And the Germans? German literature? Well, they have Schiller. For the Italians he wrote *Fiesco*; for the French, *Die Jungfrau von Orleans*; for the British, *Maria Stuart*; for the Swiss, *Wilhelm Tell*; for the Spaniards, *Don Carlos*; for the Dutch, *Egmont*; and for the Germans he wrote *The Robbers*!" These words were spoken at a time when disparagement of German culture was almost a *sine qua non* of rectitude, but they are truly, even if unintended as such, a significant tribute to the unique cosmopolitanism and catholicity of German classicism.

That magnificent Gothic panorama of the *whole* of modern human destiny, individual and collective, Goethe's *Faust*, is by itself alone a liberal education if taught and studied as it should be. Even if these classics refrain from urging ready-made and facile panaceas for our modern psychical, political, and social worries, they serve at least as spotlights upon those problems' intrinsic elements.

The witty scholar's "praise of poesie" quoted above may be supplemented here by a quotation from a sober undergraduate's report on some "outside reading." It can serve as an illustration of the way great poetry functions in our formal education. "(Gerhart Hauptmann's) *Der arme Heinrich* has emphasized, embodied, made real to me, one thing that was never quite real before because what little I did know of it came out of factual history books. That thing is the inspiring and guiding spirit of the Middle Ages, that thing which produced the Crusades, which produced the lofty yearnings and aspirations in stone which is Gothic architecture; that thing is the religious spirit of the Middle Ages."

The proper study of mankind is man, and by his speech he betrays himself. The human spirit expresses itself at its best and most dynamically in human art, and among the arts, with most immediate articulateness in song,

<sup>11</sup> See Clifford L. Hornaday. "Some German Contributions to American Hymnody." *Monatshefte für deutschen Unterricht*. March, 1940.

in poetry, in literature, and no one language has the monopoly of the best by any means—not even English. Translations, even when well made, are made and not created. How inadequate they are is realized, unfortunately, only by those who know well at least one language besides their own. That subtle quality that makes literary expression vital and dynamic, that “exquisite fusion of imagery and emotion in words,” is largely lost in the process of translation, and what remains is but a feeble echo of the original. Only that reader who already has a knowledge of the language and the cultural background of the original can sense with some degree of clarity the vitality of the original through the medium of a translation.

*Doch lang ist die Kunst und kurz ist unser Leben.* (Translation fails even here to preserve this bromide’s perfectly acceptable sententiousness.) There are vital books to which some of us have access only in translations, but for institutions of education worthy of the name, entire dependence on translations surely is not enough. In allotting school time for languages too grudgingly we withhold from our best minds a substantial part of their intellectual and cultural heritage. All the books in all the languages in all our libraries, the heritage of the wisdom of the ages, are just so much useless lumber until those books are opened. All good things that we inherit must be earned anew, says Goethe, in order that we may possess them, building into the design of our individual and communal living “neglected things that are left over,” stones which ambitious world-builders and would-be benefactors of mankind in their innocence all too often and all too thoughtlessly cast aside, but which are the very foundations for the temple of humanity.

## VI

Communal culture is the integrated totality of the culture of the individuals that make up the community. What kept the love of liberty alive in Serbia and in Hungary during centuries of Turkish and Hapsburg domination? It was not those nations’ political or economic potency, nor a facile familiarity with theories of statescraft; it was their songs and their native speech. Nothing binds so intimately, nothing fosters community endurance so potently, as community of speech and community of culture. Not alone community of race, but mainly community of language and of culture is the backbone of nationalistic solidarity—and nationalistic insularity. Differences of language and culture are formidable psychical barriers between one nation and its neighbors. Removal of these linguistic barriers alone will not assure perpetual peace, but it surely would at least contribute substantially to that happy consummation. These barriers can be broken down only if we are willing to know and to appreciate something of each other’s speech and culture. If there is ever to be a community of the Western nations comparable to the linguistically heterogeneous and politically harmonious Swiss commonwealth, it will only be when at least the best people of these nations

possess something of the polylingual accomplishments of the Swiss. What we should strive for is not monolingual uniformity but the sharing of each other's cultural wealth, all the more stimulating because of its rich variety.

## VII

Scholarly, commercial, and other so-called directly practical advantages of language study may be taken for granted.

Teachers and the educated public generally need to realize more fully than they do now the importance of foreign language study for a more perfect understanding and appreciation of the native speech and culture and the enrichment in concepts and psychical associations that it makes possible.

Teachers and the educated public generally need to realize the vast importance of foreign language study for the restoration of that commonwealth of culture which the world sorely needs.

What is supremely needful in the field of language study on the part both of its friends and foes is a foreboding, at least, of the psychological and *physiological* implications in the dictum, "In the beginning was the WORD", a realization that the study of the WORD, when intelligently pursued, is of all human studies the one through which all the others, and in fact the whole of *human* living, are integrated.

The foreign language problem in our schools was not solved when certain courses were made obligatory. It is doubtful whether the problem can be solved in that way. The educational institutions in a democracy must teach the learner what he wants to learn. The educators in a democracy have the responsibility of educating the learner to want to learn those things that he should want to learn. We language teachers must do even more than we have been doing in fulfilment of this responsibility. It is no easy responsibility.

## *What Constitutes a Well-Trained Modern Language Teacher?*

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(*Author's summary.*—The training of an efficient modern language teacher is never-ending. The essentials for such training are here outlined.)

**S**TUNNED by the catastrophe of France, and vaguely uneasy for the future, we modern language teachers are everywhere setting ourselves with the utmost earnestness to the task before us. Although many factors in the situation are beyond our control, we are all sincerely trying to do our own little part better than we have ever done it before. We realize our individual share of the responsibility, and so, in an honest spirit of self-examination, we are asking ourselves, "Am I a good teacher, am I well-trained for my task, what should I do to improve my professional ability?" Without hoping to answer these questions completely, for the subject is individual and personal as well as so vast that the danger of dogmatic generalization is ever present, I should like to offer some bases for our personal reflections in the coming months.

The training of teachers is the dominant factor in any educational system, and especially in a democracy. More cogent and far-reaching than curricula or methods or even than content, the formation of the teacher is the key to the success of an educational program. A poor teacher will impart but little to his pupils in spite of the best possible program; while a superior teacher will transcend a poor subject or faulty organization, and with a method all his own, will compel the intellectual development of his pupils.

Most of all this is true in the cultural subjects such as the modern foreign languages. They depend in large part on the teacher for their success, and for the profit to be derived from them. It is easy to explain and even to justify this fact. The so-called utilitarian subjects—manual arts, vocational training, practical sciences—interest the pupil and are popular because of the immediate profit in view. The objective is tangible, and will be sought even in spite of a poor teacher. You never heard a high school youngster say that cooking or carpentry were not worth electing because the teacher was not interesting. The modern languages have suffered greatly, however, from that very criticism. A father announces, "I got nothing out of my French course in school, and the teacher was a bore, so I'll not let my boy waste his time on it." Even the Modern Language Study seemed to give official sanction to such a conclusion—modern language teaching has not always lived up to its claims, largely because of inefficient teaching: we should therefore attempt less.

What a defeatist doctrine, and what a retreat many of us have had to make! I believe that the answer is rather in the vigorous improvement of our



teachers. Of course the modern languages will have to fight for their place in the curriculum; they should, like every other subject. If we fail to deliver what the public has a right to expect of us, out we go. That is the situation which will keep us on our toes. In fact, the difficulties of the last few years have had a distinct tendency to make us more wide-awake and efficient. I am convinced that we have little to fear, in the long run, from the problem of cultural subjects in our American educational system, provided the teachers of those subjects are properly chosen and trained for their task.

We can be encouraged by the increasing attention which our leaders are giving to this subject of teacher training. One of the most important volumes published by the Modern Language Study, was, to my mind, Professor Purin's *Training of Teachers in the Modern Foreign Languages*. It revealed conditions nothing less than shocking, even though it had no means of bring about a reform. A year ago, the General Education Board granted \$420,000 to the American Council on Education for a complete survey of the problem of teacher training. The resulting Commission on Teacher Education is already functioning actively. The field of modern foreign languages is included, and recommendations will be made. Note especially that in this survey, our standards will be judged objectively by experts outside our field. In 1938, the American Association of Teachers of French appointed a committee with Professor Russell Jameson as chairman, to examine the training of French teachers. It has been working for two years, first to draw up a suggested code of standards, and secondly to devise means of improving the professional equipment of teachers of French. A preliminary report will soon be ready. Other organizations are doing similar work.

At the same time, the various state departments of education are showing greater interest in the preparation of their teachers in subject matter. We all know of the valiant battle which the late Dr. Price waged in New York State for the testing of modern language teachers by written and oral examinations, which have become a model for teaching-certificate tests throughout the country. The Connecticut Commissioner of Education instituted a similar test for Connecticut last year. The adoption of the Five-Year Plan in New York State adds a further, though still highly debatable check.

Nevertheless, our state requirements in the modern languages are for the most part extremely lax. They still cling to the indulgent idea that if the teacher has had enough education courses, variously estimated at from twelve to eighteen semester hours, he can teach any subject at all. In many states a teacher is required to have a college major with eighteen hours, and a minor with nine or twelve, in order to obtain a teacher's certificate; but there is rarely any rule which would prevent a teacher with a major in English and a minor in history from being compelled to teach a course in French or German if the need happened to occur. Such local arrangements are en-



tirely left to the authority of the local school principal. I am ashamed to say that in certain states of New England where standards are assumed to be strict, no requirements at all are made in a particular subject matter for a teacher's certificate.

Even at best, a requirement of semester hours is inconclusive. We all know that a student can sit through fifteen semester hours of lectures in English on the history of French literature, and come out as poorly prepared in the French language as when he went in. Even a Bachelor's degree with a major in the foreign language is not sufficient guarantee that the student possesses the skills which will make him a successful teacher. There is a vast amount of downright *bad* teaching going on nowadays right before our eyes; and those teachers are theoretically innocent because they comply with all requirements.

Here is a problem which should challenge the best thought of each one of us. With all the earnestness at my command, I urge every modern language teacher, each in his own locality, to work for his own protection and for the dignity of his profession. If nothing can be done about the present staff, at least the standards must be raised for new appointments. We must make sure that no one, under any circumstances, is entrusted with a class in a modern foreign language, unless he is qualified to do a really good job. Otherwise we are not only endangering our own professional existence but we are breaking faith with our employers, the people. They have a right to demand *experts* as teachers for their children.

While we are strict, let us also be fair, however, and let us admit that if a teacher is poorly trained or if modern language teaching is inefficient, it is not always the teacher's fault. In the first place, the training of a modern foreign language teacher requires a longer time and a larger expenditure of money than for almost any other teacher. A complete language habit takes a long time to build, and the utmost concentration. Witness the fact that teachers of biology, chemistry, European history or economics frequently *begin* their subject in the first or even the second year of college. On the other hand, very few students who begin French in college make successful majors or teachers. The school training of a language teacher usually represents a minimum of seven years invested. Add to this the expense of foreign travel which has practically become a requirement for every language teacher, and it is evident that he has a right to be considered a specialist.

In most of the small high schools he is treated more like a general practitioner. Any teacher of a foreign language is expected to know them all—Latin, French, Spanish, a bit of German, and even Italian. "What, you don't speak Italian? Aren't you the language teacher up at the school?" Then too he is expected to have studied all the other cultural subjects as minors, and should even be able to teach a class in history if the social sci-

ence teacher is ill, or give talks on European art or music on occasion. All these topics are admittedly within the range of a language teacher's interest, but he should not be expected to be a teacher of them all. Well do I remember a letter from Dr. Price in which he reproached me for recommending a student as being well prepared to teach both French and Spanish. He declared that no one could be an expert in more than one foreign language. I hastened to agree with him—most heartily, and regretted that the demands of his high schools were forcing us to attempt the impossible.

Moreover, the salaries offered to our language teachers are generally inadequate to attract a specialist, in view of what we have said, or even to permit and justify his specialization. We must confess that it is futile and well-nigh idiotic for a teacher to attempt the continuous and advanced study necessary to be an expert in two or three academic fields, on a salary scale similar to that of a typist and filing clerk in an office or a salesgirl in a department store. A pitiful note came to me not long ago from a teacher in a country high school. She wanted so very much to come to summer school, but her salary was \$85 a month for nine months, total \$765 a year, and she was teaching two classes of French, and one class each in *four other* subjects. Her letter confided plaintively, "I can't afford a summer of study, and even if I could, I wouldn't know which subject I ought to study first." Of course she is a poor teacher—what else could one expect?

And finally, our specialists too often lack the proper material equipment. It is like asking a surgeon to perform a delicate brain operation on the kitchen table, to ask a French teacher to do successful work without an adequate supply of maps, books, pictures, phonograph records and realia. Imagine a chemistry teacher doing without his laboratory, his bottles of chemicals, apparatus, and piped gas and water. Yet how many of us have not even a designated classroom that we can call our own, *the French Room*, a place where we can hang our maps and post our bulletin board and spread out our supplementary reading books. That is our laboratory, and we have a right to it as a specialist! I heard of a beginning French class last fall that was quartered in the school lunchroom! There, while the class of twenty swung its heels on the high stools and wrote exercises on its knees for lack of arm rests, the teacher, a beginner too, labored without blackboards or accessories of any kind, to impart to the class some of her own fast-waning enthusiasm. Yes, the public has a right to expect that a language teacher will be an expert: and the expert has a right to be treated as such.

What then is the ideal program of training for the modern language teacher, this specialist whom we are discussing? I realize very keenly the dangers that confront me. I dare not be dogmatic and precise, for I shall appear to say to some—"You have not done this, therefore you are not a good teacher," though perhaps you are among the best. Or else I shall be saying to others—"You have done this, therefore you are a good teacher," whereas you are really a very poor one.

We all know the purely mechanical program. The usual college student, with about three years of high school preparation as a background, majors in the foreign language, and receives his A.B. degree with from thirty to thirty-six hours in his major subject, and twelve to fifteen hours in one or two minors intellectually related to his major. After a year or two of teaching experience, he begins work on a Master's degree, in part-time study, extension and summer courses, and finishes as soon as he can, because an A.M. is being more and more required for advancement in rank and salary.

Such is the mechanical outline of a teacher's training. As a definition of a well-trained teacher, it is an outright absurdity. First of all, because credits or semester hours do not represent knowledge. What interests us is not how long a prospective teacher has studied, but *what* he has studied, and what was the content of the course, and how much he absorbed of it. During the spring I receive on an average two letters a week which read something like the following:—"I am a teacher of French; I have taught for six years, but I can't speak French, and I understand it only with difficulty. You see, our teachers didn't talk French very much in college, and all my classes except one were in literature. Here in Centerville, I never hear any French except my own, and that of my students. What would you advise me to do?" I fancy that this teacher feels at times very much like jumping into the river.

Fortunately, such a college course is becoming less typical; and although it is still common, even the students themselves are on their guard against it. Let us therefore assume that the college course has been well-planned, and that the content has been designed for the prospective teacher. We must omit from our discussion at present any consideration of foreign study and travel. However vital it is for the teacher, it is out of the question now, and must remain impossible as long as England is fighting alone with its back to the wall to prevent the annihilation of all humanism. Finally, I beg leave *not* to talk about study in summer schools; it is evident that my opinions would not be objective—indeed I am rather violently prejudiced.

Having thus cleared the decks for action, I should like to make a statement with which I hope you will agree, for upon it depends the rest of this discussion, and indeed the core of this article. It is this:—the formal academic training of a teacher is only the *beginning*, the foundation of the edifice. What the teacher does to himself after he stops taking courses, makes all the difference between a success and a failure. Of course, the beginning, the foundation, must be correct, strong and adequate. Yet the trite saying that college commencement is only the beginning of an education is strikingly true for the teacher of modern foreign languages. Show me the language teacher who heaves a sigh of relief when he tucks his diploma under his arm, and says, "Now, no more studying for me,"—and I'll show you a teacher who is already dead to his profession. A teacher's preparation is *never* ended; the A.B., the A.M., even the Ph.D. is not the terminus of a program. So I am pleading for live teachers who continue to grow; progressive teachers

who demand progress first of all in themselves; teachers who consider any day lost unless they have learned something more about their subject. Such a teacher, with his formal training safely behind him, and with no thought of further credits or degrees, works unceasingly to perfect his mastery of his field and to enrich his presentation of it. Much is being written now about in-service teacher training, and I agree most heartily with the idea; but in the largest sense, it is an individual and personal problem for each teacher.

With this attitude clearly defined, and with this ideal of the modern language teacher set firmly before us, let us review rapidly the various essentials for a mastery of his subject. In this analysis, all the modern foreign languages are included, although I shall probably say French sometimes when I mean them all, or draw practical examples from French, trusting to you to substitute the proper references for the other languages.

The first essential on our list is a correct pronunciation. We shall all agree that this is a fundamental and indispensable qualification of a good language teacher. Now let us assume that our college study has given us a good knowledge of the elements of pronunciation, considerable drill in the correct formation of sounds, and that some further graduate study has taught us the scientific basis of phonetics, the structure of the vocal organs, and the use of phonetic symbols.

Still we confess to ourselves that all this is not enough. Our pronunciation is labored and unnatural, it is the result of conscious effort. We make bad errors when we are not thinking about it. We know that perfect pronunciation must be habitual, automatic, and natural. We remember with an acute twinge of conscience that pronunciation is that part of our teaching over which we have the least control. Classes learn for the most part by unconscious imitation; and they imitate *everything* they hear, not merely when our own pronunciation is on its good behavior. We teach a good accent or a sloppy accent, inevitably, according as our own is habitually careful, or occasionally sloppy.

So we conclude that we need a generous dose of that same medicine which we prescribe for our pupils—drill, repetition, and more drill. How many of us practice reading French *aloud* at home, as a part of our daily preparation? A pianist practices eight hours a day to achieve habitual perfection. We *know* how to pronounce our foreign language correctly, but we do not, at least not all the time. We need more practice, more drill. If we plan a dictation for class, we should read that passage aloud, at home, twenty-five times, to perfect a clear distinct articulation as well as correct pronunciation. The best of it is that such drill requires no expensive apparatus, and it will bring surprising results. It is worth trying.

Next we shall decide that our intonation is still undeniably American. Perhaps it is difficult for us to take private lessons of a native, and textbooks or magazine articles on intonation do not seem to be very effective.

Let us invest two dollars in two phonograph recordings of some simple French prose. (Mr. Stowell Goding gave an excellent list of suggestions in the *Modern Language Journal* of October, 1939). Then we get down to work. We proceed to memorize the passage, while playing the record, and repeat it hundreds, yes hundreds of times, until the intonation patterns are inseparably attached to the text, in our memory and in our muscular habit. When we are confident that we can reproduce the record in every detail, we go to one of the institutions, either academic or commercial, that have a recording phonograph: they are everywhere. We make the recording and take it back home to listen. Then we knuckle down to work at it again. Don't think there is a royal road to a perfect pronunciation; no courses at any school can help us very much. We have to do it for ourselves, and we can if we will.

Above all, we teachers must be "pronunciation-conscious." Carelessness is the greatest danger in this matter. Our vigilance over our own speech, as well as over that of our pupils, must not relax an instant. I know a young girl whose French pronunciation was very good, but lately I have noticed errors. I asked her why. "Oh," said she, "I hear it that way in class, and our teacher doesn't often correct it, so I get to saying it, too." Criminal negligence!

Closely related to pronunciation is the second essential on my list for language teachers—oral facility. We may tolerate argument on the question of stressing oral facility for our pupils, but I hope we are all agreed that for the teacher at least, fluency and correctness in speaking the foreign language are a definite "must." But supposing that our college course has not given us the facility which we know we should have, and supposing further that circumstances forbid foreign travel or summer schools, is the case hopeless? Certainly not. I can suggest three different remedies which will work wonders if taken separately, and which can almost guarantee a sure cure if taken together, faithfully, and long enough. Let us diagnose the disease as primarily a lack of confidence, caused by lack of practice; an inhibition, due to lack of habitual speech patterns, complicated by a frequent lack of vocabulary. Now then, remedy number one—read aloud, regularly every day for half an hour, a section of some modern play in rather easy prose dialogue. Act out the parts, make the gestures, and read it over and over until the speech patterns are completely familiar and spring to your tongue under similar circumstances. Remedy number two—teach your classes a part of every lesson by the oral method, at least conduct class business in the foreign language to a very large extent. It will take determination, patience, and a great deal of advance preparation. It will be hard on the class for a while, and harder still on you: but it will be good for the class, and better still for you. You will gain confidence in the doing, because you know that at least you are better than your class; and there is no better way to learn anything than to teach it. Remedy number three—form a conversation group. If you



can't do any better, arrange to meet the language teacher in the neighboring village and spend an hour each week just talking the foreign language. Vary and enrich your conversation by reading to each other, or dialoguing short plays, or even dictating to each other. This sort of conversation can be supplemented by phonograph records and radio programs. A letter from a former student told me a while ago of a group she and a few friends had started. Feeling the need of talking French more often, they decided to meet regularly, just to talk: and they call themselves *Les Causeuses*. The group numbers twenty now, and is most successful. They sometimes have a little program, but for the most part they "just talk"; with noteworthy gains in self-confidence and naturalness.

There are my three remedies—try them for yourselves. In any case, whether we are a beginning teacher or one with many years of experience, we Americans can never feel perfectly satisfied with our fluency and correctness in the foreign language. Constant effort and undiscouraged practice are necessary, not only to make progress, but to keep from slipping backward. As experts, we have a very large duty in the oral mastery of our foreign language.

The third essential on my list is a mastery of the grammar and syntax of the language we teach. Yes, our high school and college teachers have given us a good training in the rules of grammar, and perhaps we have even studied some of the finer points of syntax in a graduate course. We have *almost* completely eradicated the careless mistakes we used to make in verb endings and we watch agreements with a hawk-eye. Irregular verbs no longer bother us especially—class drill has done its work there. Yes, we are rather good—but we have *just begun*. When we write a paragraph of French, no matter how grammatically correct it is, we know that it doesn't *sound* French, and we don't know exactly what to do, to make it sound the way a Frenchman would have written it. We think in English and translate into French far too frequently. It isn't that we are concerned especially about literary style, but we wish we could get the "feel" of the language. But worse than that is the fact that whole sections of the syntax are largely mysteries to us. We still teach our high school pupils that the subjunctive expresses doubt or uncertainty, although we know of dozens of cases of absolute certainty which are still expressed in the subjunctive. We explain the imperfect indicative tense as a tense which describes continued or repeated action, but in our reading we constantly find the past definite expressing continued or repeated action. We give our class rules about adjectives which follow their noun; and find those same adjectives preceding as often as following. We can't break our habit of using the English stress accent to emphasize a word in a sentence, while we know that the French don't do it that way. These are not really the "fine points" of the language, as we tell our pupils—they *are* the fundamental point of view of the language.



What can the teacher do? First of all, I suggest that he become familiar with some of the good manuals of advanced composition. There are several. The best one to begin with in French is Kastner and Marks, *French Composition, Book III*, Dutton. Larousse *Grammaire du XX<sup>e</sup> siècle* is good; still more advanced is Brunot, *La Pensée et la langue*. These manuals are filled with examples of typical French expression, grouped in convenient form. When we have partially memorized hundreds of these turns of phrase, we should read, carefully and attentively, the prose of the best French stylists—Flaubert, Anatole France, Maupassant, Stendhal, Gide. We seek to recognize in their prose the examples we have learned: and new light begins to flow into our dogmatic, ultra-simplified notions of moods, tenses, word order and agreements. It is a long, slow process. It will take years before we gain confidence in the subject. Yet it is not only a professional duty to continual growth, but it is also one of the most rewarding occupations for a language teacher.

Essential number four for the well-trained teacher—a mastery of vocabulary. Here especially we feel our weakness and insufficiency. What a lot of words there are in a foreign language! Our college training hardly scratched the surface, and we need our dictionary constantly at our elbow. What *must* we do to make our own vocabulary grow?

Reading is the most fertile source of growth. We shall choose modern books, fiction with a recent setting, prose which interests us and which will not become a chore to read. Voluminous pleasurable reading will increase our vocabulary in the most painless way.

Next, I suggest the systematic study of etymology. The romance language teacher who has not had a good course in romance philology should lose no time in attacking the subject by himself. Even three years of high school Latin, now very rusty, are sufficient basis for an eye-opening exploration of the origins and families of words, the interrelation of languages, and the fascinating echoes of the phases of civilization through which language has passed. We cannot really approach with enthusiasm the important subject of word-building, or the foreign language's contribution to English, unless we know something of the possibilities of scientific philology. Don't be frightened by the name. If you like words and enjoy playing with them, get Luquien's *Phonology and Morphology of Old French*. It will fascinate you. And then, haven't you ever looked up an English word in a complete etymological dictionary of English? What surprising ancestors and relatives we find for our commonest words, and what stimulating suggestions for correlation!

But the best way of all to increase our vocabulary is to note on a sheet of paper, regularly every day, three new words which occur in our daily life, and which fill a need in our own everyday expression. Our pupils ask us many words that we don't know, and others constantly present themselves

—names of ordinary objects and concepts—“How do you say wrist-watch, swimming pool, zipper fastener; how do you say emphasis, opportunities, etc., etc.?” These three new words we will use at every possible opportunity for a week, until we are thoroughly familiar with them; then we let them drop back to their proportionate place in our speech. Do you realize that by this method we can add a thousand words to our active vocabulary every year? Note also that steady increase in vocabulary inevitably brings similar increase in oral fluency and confidence.

My fifth chapter in the essentials for an ideal teacher is a thorough and well-digested knowledge of the foreign civilization. Its study is endless in scope, and constantly enriching, as new information opens up to us new avenues of international understanding.

We must be well acquainted first of all with the country itself, the land of France or Germany or Italy or Spain. Far more than here in America, the land, the soil itself is a part of the people. We must therefore be familiar not only with the physical geography of the country—its mountains, rivers, and seacoasts; but even with its geology, the composition of the soil, and the climate; for all these factors explain why one section of the country grows wheat, while another makes wine, and a third is a populous industrial region. We should not only be able to locate the various provinces, but be versed in their folklore, understand their customs and psychology, distinguishing with benevolent humor the calculating Norman from the expansive Méridional. We should know the cultural, commercial and touristic importance of each region—its exported specialties and its culinary prowess; its memories of the past, its present accomplishments, its place in regionalistic literature. What fun to go on an arm-chair exploration, all one winter, among the mountains and sunny valleys, the tiny villages and luxurious seaside resorts, of the Basque country!

We shall not get far without studying the history of the country, too. But this time we shall not study it as we did for history class in college, cramming long columns of dates and kings and wars, for a final examination. We shall be studying because we want to know and really need to know. Know what? Well, for instance. . . . One day Johnny says to us in class—“Teacher, why was there a French Revolution?” We answer glibly—“Because the king was bad.” But down deep we know that that was not the real reason—that the French Revolution was really the overthrow of an entire social system that had been built up for centuries. And so that night we ask ourselves the question—“What were the real underlying causes, the origins, and the results of the French Revolution—what is the meaning for democracy and nationalism of that period in French history?” Then with Taine’s *Ancien Régime* as a starter, with Lavissee at one elbow and Hanotaux at the other, we begin to dig, as we never thought we could. Or perhaps other problems, just as important, will occupy our attention—the historical back-

ground of contemporary questions—the educational system, the vicissitudes of the duel between church and state, the origins and status of socialism and the labor party, the political organization and the workings of the multi-party system.

In the same way we shall now study the nation's literature. No more shall we slave over lists of authors and titles of books and dates of births and deaths. Who cares? If we need to know them, we can look them up. But we find that we do need desperately to understand the meaning of a literary movement or the reason for the importance of a certain writer. Now, when Johnny asks us what the Renaissance was, we can tell him in clear phrases, because *we* understand. And when he asks why Maupassant is important, we can give him a better answer than "because he was a great writer". High school pupils are sometimes worse than college professors in pursuing us with a persistent—"well, why?" It's no use to talk to Bill Smith about Ronsard, and du Bellay's *Défense et Illustration de la langue française*; but when we explain to him that it was during the Renaissance that people all over Europe began to think that their own popular language was as good as Latin, and set about using it seriously for poetry and essays and even religion and philosophy, then we are accomplishing something.

I believe firmly that a modern language teacher must have a thorough and understanding knowledge of the foreign literature. But I believe that the prospective teacher's college course should not be exclusively or even largely composed of literary history; and secondly, that the literature should be presented as the expression of, and the key to, the growth and meaning of the foreign civilization down through the centuries. The development of thought, of a national spirit, of humanism, classicism, the treatment of the individual and his relation to the problems of society, the concept of the universal, the themes of personal revolt and self-expression—these are the things that any teacher needs for his own background. They should be related intimately to the growth of the arts in corresponding periods—architecture, painting, sculpture, music, even tapestry and porcelain and furniture, will furnish clues for the interpretation of the nation's mind.

Above all else, we must remember that our teaching of a great *modern* foreign civilization must keep it modern, i.e., correlated to our own twentieth century, and to the interests of our modern American youth. Infinite harm has been done to our subject by the constant emphasis on the medieval and the picturesque. After an hour spent on the quaint peasants and their coiffes and wooden shoes, our pupils' reaction is likely to be—"What a dead place. I'm glad I live in America where we have autos and don't have to wear costumes!" I dare say that more people have derived a favorable idea of modern France and the spirit of its youth from the English translation of Saint-Exupéry's *Wind, Sand and Stars*, than from the efforts of hundreds of us French teachers. And if you haven't read Jean Giono's *Regain* on which

the beautiful and successful movie film *Harvest* is based, you'd better do so very quickly, or your pupil will know more about an important contemporary French writer than you do. Truly we have a large task, to fit ourselves for teaching; and it has only begun when we start to teach.

I shall only allude to the question of methods of teaching. Here again the real training begins after college. With courses in education and modern language pedagogy behind him, the teacher sets about shaping his personal method, in actual practice, according to the circumstances. What interests me is whether the teacher stays alive and continues to shape his method, or whether he gradually lies down in his comfortable rut and permits his job to shape him and finally to strangle him. Do we make full use of the many ways of keeping up to date—teachers' meetings and conferences, modern language journals and professional publications, the local chapter of our national society? Do we seize the opportunity to talk over our problems with colleagues, so as to profit by their experiences, or does pride hold us back? Are we actively participating in community educational projects; are we represented in committees for surveys, and in projects for curriculum revision? We may be sure that our rivals are; and it is the blindest of ostrich optimism if we are not. Are we immediately cognizant of new procedures or accessories, and do we petition at once for the most recent teaching aids, or do we wait until all the other departments of the school have put in their bids? Commissioner Loomis of the New York State Department of Education said in New York a year ago, "It is probably unfortunate for the foreign languages that for so long they enjoyed positions so impregnably protected that . . . teachers were free from the necessity of giving thought to what they did, why they did it, or what the outcomes were, if any." Now, we modern language teachers must be alive, on our toes, must know where we are going, and how to get there.

The last item, and the most important, on my list of ideals for the language teacher, is also the most intangible, for it concerns, not what he has studied or done, but what he *is*. Past training or future plans mean little when a teacher stands before his class, unless he can show the results in himself. He must possess a rich store of mature knowledge, untiring energy and vigor, contagious enthusiasm for his subject and his profession as a teacher, limitless patience, human understanding and sympathy. All this we call personality, but it is not a gift of the gods to some and denied to others: it is won by undaunted tenacity of purpose, and many hard knocks.

For let us not be misled: the knowledge of the French language does not make a good French teacher. The urchins on the streets in Paris know more French than I. But I must be able to do something for my class that they would be unable to do. Nor can I depend on the language which I teach to supply all the stimulus. Let us admit in all frankness that the language alone—grammar and vocabulary—for its own sake—is not especially interesting

to our pupils. As we said at the beginning, a utilitarian subject may succeed for its own sake, in spite of poor teaching. But if a language class is interesting, it is because the teacher is interesting; if a language class is dull, I should doubt if it would be worth your while to invite the teacher out to lunch.

The modern foreign languages are a cultural study. They are not an end in themselves; they are a tool—to sharpen our thinking, to enrich our expression, to help us understand history, literature, and other nations. The modern foreign languages have largely replaced Latin as a vehicle for cultural instruction in our curriculum, and in some respects they are better than English for that purpose. Our growing American culture has its roots in Western civilization, i.e., in European civilization. It is our task to interpret it and to transmit it. How great is our responsibility to possess first of all in ourselves a deep, rich abundant store of that cultural heritage. We must be rooted and grounded in all pertinent information: and at the same time up-to-date, modern in our thinking, able to meet our twentieth century pupils on their own level, building correlation between our subject and their own daily life, understanding their interests and showing them how our subject can contribute to enriching them. We have a serious mission. For many, many of our school children, if they ever get an idea of the meaning of culture, not as twentieth century goods and gadgets, but as a seasoned, balanced maturity of character and spirit, it will be through our language class.

## *The Modern Language Teacher in a Troubled World*

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(*Author's summary.*—The world-crisis in its effect upon modern language teaching. Linguistic, literary, and cultural values, which remain in spite of war and political changes. What should be the attitude of the modern language teacher in the midst of difficult days? How shall we further revivify our teaching?)

**D**URING these last years, and particularly since the summer of 1936, we in the United States have seen unfold in Europe a tragic drama. The Civil War in Spain, tearing a gallant people apart, divided opinion in this country also. Terrible as it was, this struggle was destined to be in the literal sense only a rehearsal of what has followed. The fall of Austria, the partitioning of Czecho-Slovakia, the rapid and brutal conquest of Poland, the defeat of little Finland, the quick downfall of Norway, the passage of the juggernaut of conquest over Holland and Belgium, and finally the tragic defeat of France in a campaign shorter and more terrible even than that other long-remembered catastrophe of 1870, all these events in rapid succession have deeply horrified the general public in America, as elsewhere in the world wherever free opinion can still manifest itself.

But to us as modern language teachers these fearful happenings come of necessity even closer. We have felt and suffered with the friends we have known in war-torn Europe. For us, these recent events are more than an experience affecting humanity in general terms. It is our friends who have suffered hunger, defeat, or death. It is our friends who are now cut off from us by barriers which prevent most letters or significant news from getting through; and these barriers raise tragic misunderstandings between former friends which time itself can hardly heal.

We modern language teachers must feel these events more intensely even than other people, because all this experience comes so near to the peaceful country-sides and village inns which we knew, so near the warm-hearted friends around whose table we have sat, so near the culture and the civilization which we loved and which now lie so tragically in ruins. Even if we have not ourselves lived in any European country, we have by proxy identified our life and thinking in many ways with theirs. We have learned to see many things with their eyes, to feel with their hearts. So must it continue to be today.

But all this is now only too obvious to us all. We must not give ourselves the pain of insisting upon it further. The question we have all been asking ourselves constantly in recent months is simply this: Where does this tragic European situation, of still uncertain outcome, leave us as modern language teachers today? Why shall we teach modern languages? What shall



we teach? How shall we teach? What is the *raison d'être* of our work at this present moment?

Where does the situation in Europe leave us teachers of French, for example, today? No conclusive answer can yet be given. The continuing development of French thought, French culture, and French literature is for the present arrested by defeat, hunger, and the resurgence of a new tyranny. But the answer to our question need not lie exclusively in the realm of prophecy about the still uncertain future. We must give to a question about the present a present answer.

Why should we continue to teach modern languages today? First: because the training in these foreign languages has for our students the same great linguistic values that it has always had. Training in language, properly carried on, is a training in thought and in the means of using the essential tool by which thought is developed and expressed. We cannot think very much, we cannot think accurately, without an exact knowledge of language.

Last summer Dr. Roma Gans of Teachers College called attention to the lack of good reading ability among grade pupils. She did not mean in this case ability to read well aloud. She meant simply that they could not in their own silent reading discriminate between the relevant and the irrelevant. For instance, one passage which they read told the tale of young Bob who fell asleep in the woods and dreamed a dream about the Indians. In this dream there appeared before him a chief dressed in a beautiful red, black, and white woven sweater. Fascinated by the colors and the exact details of costume, many children accepted the dream as authentic, factual material, and described the Indian dress in those terms. Similarly, in other instances, many children, with utter gullibility, accepted as fact purely imaginative and fanciful material. Who of us, even on higher levels of teaching, has not all too often encountered students with the same inability to separate the main fact from its attendant or secondary details? Present reading tests, observes Dr. Gans, do not test the presence or absence of the ability to discriminate, essential as that ability is to the successful functioning of democracy. An indication of a somewhat similar dissatisfaction with present training in English is indicated by a report that New York University is increasing by 60 per cent the courses dealing with grammar at its Washington Square Writing Center. Thus the pendulum of ideas seems to swing back again.

We modern language teachers certainly have no disposition to decry a much desired improvement in elementary English teaching. But we know, though others tend too often to forget it, that the study of foreign language has a rôle to play in the development of knowledge of our native speech. Most people take for granted a sufficient familiarity with their own tongue. They think they know it better than they do. Foreign language, however, gives us a perspective upon our own English, which through contrast and through similarity reveals to us its own peculiar, individual character. In

like fashion a trip to another place or country brings us back with a new understanding or a new appreciation of our own home town. Moreover, the slower tempo of reading, which is necessary in the earlier stages of learning a foreign language as compared with our native tongue, offers opportunity for more attention to detailed exactness in choice of words and meaning, in evaluation of tense, in other ways by which the nuances of thought or action may be expressed. We need not labor this point, but we should not forget it.

Thus, for example, French and Spanish as rich linguistic phenomena continue to exist. They have not been destroyed by the cataclysmic events which have shaken the world. In fact, the need for the training which they offer in thought and expression is even greater today than ever. These are ideas which we need to make clear to the public and to our pupils. How many of our students in the past took French or Spanish primarily to travel and to speak the language in France, or Spain, or South America? The answer is obvious. A very small percentage actually used the language in this way. The rest, the perhaps 99 per cent majority, ought not therefore to be effected linguistically by the present world crisis.

The teacher of Spanish at this time is undoubtedly in a somewhat special situation. Mexico and South America offer an increasingly attractive opportunity to contribute to the difficult task of better hemisphere understanding. It is interesting in this connection to speculate on the possible future importance for travel in this country of the Pan-American Highway which, when completed, will open an automobile road of 14,000 miles from Alaska to Buenos Aires, with 1600 miles more up the east coast of South America to Rio de Janeiro. It is estimated that 85 per cent of this route is already completed for dry weather and 68 per cent for all-weather driving. The United States has just lent \$4,600,000 through the Export-Import Bank to Costa Rica to finance completion of one of the five remaining gaps in this Pan-American Highway. Some \$80,000,000, it is estimated, would complete the rest of this great route, binding North and South America together by land. If Americans do travel in increasing numbers by automobile in Spanish America, it will indeed be calamitous if they take with them the same ignorance of foreign language and culture, the same complacent hundred-per-cent so-called "Americanism," which have too often made them *personæ non gratae* in Europe in years past. Here is an opportunity which our teachers of Spanish must not miss. But this aim needs to be sought with wisdom and tact and good judgment, not with indiscriminating enthusiasm and propaganda, from which our ranks have not always been free, in the past.

But what of French, German, Italian, and Spanish literature and those cultures of which these literatures are so vivid and so eloquent an expression? It is clear that these too remain, the enduring heritage of the long centuries of the past. Contemporary literature, it is true, survives only with

the greatest difficulty, for the time being at least, in all the war-torn countries of Europe. But how many of us in our teaching selected our texts extensively from contemporary literature? Quite rightly, so far as general reading courses are concerned, we made most of our choices from the time-tested authors of the past. We shall merely continue in this respect to do what we have done before. Corneille, Molière, and Racine, Voltaire, Hugo, and Maupassant, Cervantes, Galdós, and Pardo Bazán, Goethe, Schiller, and Dante continue to look, not without sympathy and understanding, upon our troubled world. They beckon us to find security of mind and thought in enduring values. Can we not continue to pass these on to our students as we have done before? Shall we not do so with more conviction and energy and courage than ever, as we see how necessary it is to hold firmly to our convictions if we would not have them snatched from us and trampled under foot?

How did the world look to Cervantes, with two gunshot wounds in his chest and one which permanently maimed his right hand? For five years he was a slave of the Moors in North Africa, indomitably and repeatedly trying to escape. Finally, he was ransomed and came back to laugh with the world and at it in his inimitable *Don Quijote*. What of torture and religious persecution and governmental oppression in France during the eighteenth century? Yet Voltaire did not allow himself to be broken by discouragement over these things. Instead, he wrote *Candide*, holding up to effective ridicule the long roll of human wickedness and folly, which he saw about him and which we unfortunately find only too true to our present sad day. *Candide* remains a contemporary document, a vivid attack upon the ills of our own time. We and our students still need to read it and to revolt in righteous anger under the impact of its crisp, staccato phrases. Corneille invites us to heart-stirring hero worship in the *Cid* as we see duty triumphant even over love. Racine, on the other hand, shows us the devastating strength of passion in men and women more like ourselves and of less heroic mold than Corneille's characters. Molière mingles comedy with fundamental tragedy in *Tartuffe*, *Le Misanthrope*, and *L'Avare*. There is even a serious side to *Le Bourgeois Gentilhomme* in spite of our instinctive laughter. The Bourgeois with his aspirations for knowledge and culture, the arts of the Gentleman, then limited to Nobility, may appear ridiculous in his innocent *naïveté*; he is not deserving of contempt. And the Bourgeois, whose first clumsy stirrings were laughed down in the seventeenth century, has won out in the end in all countries where freedom still exists.

Do we, in these troublous times, need to know intimately these and other great writers of foreign literature in the past? Do we need to try to see humanity and see it whole? Do we need to understand more fully human thought and human motives? Do we need to take counsel from those who have had special insight into human character and that rare ability to

create within the covers of a book men and women who live and breathe before our very eyes? Reading a great book, as Descartes said, is having a conversation with a great mind. Surely, it is clear that we need such "conversations" today more than ever. How much poorer would our education be, stripped of all the rich pageant of French, German, Italian, and Spanish literature! We Americans are an impulsive people. During the War of 1914 we turned away in droves from German literature, as though Goethe and Schiller were no longer the eloquent enemies of despotism and the apostles of the liberty of the human spirit that they had been in the past. There is grave danger that we may again let our education be impoverished if we allow ourselves to be influenced by the vagaries of political fortune and warfare in Europe, forgetting that the great literatures of the past still remain great and still speak to us with their old power and eloquence.

As we teach the French, German, Italian, or Spanish languages for their linguistic value and interest and for the light they throw too upon our own language, English, as we use them to train our students better in the tools and processes of thought, as we unfold before them something of what the great authors of the past reveal about the world of their time and that human nature which sometimes seems almost too eternally the same, let us try to make clear also some of the reasons lying back of the tragic Civil struggle in Spain, the errors of judgment or of easy-going confidence which led to the sudden downfall of France. These are difficult questions, yes, and too close to us to be fully understood. We should not approach them too self-confidently. But, as impartially as we may, we must try to understand them. We as foreign language teachers must endeavor to inform ourselves, not in order to conceal or condone, but to show our students what we have to learn and to avoid here in our own country. Oceans are no barrier to propaganda or to "fifth columnists." Strains and stresses within our own society are our greatest weaknesses and dangers. Can we not learn this by the sad and tragic example of Europe, and yet learn it with no "holier-than-thou" attitude, learn it with humility, with understanding, and with sympathy for those who suffer, for the most part through no direct fault of their own? Let us not become filled with bitterness or misunderstanding toward our friends in France or Spain, or in other countries of Europe. Even if we seem for the time being to be on opposite sides of the barricade, let us not forget that we have not suffered what they have suffered. We have not had to meet their bitter experiences in the sudden chaotic disorganization of their country. We have not, like them, been cut off from all news of the outside world except underground rumor and deliberately distorted propaganda. So we can have no great merit if, for the moment at least, we seem to ourselves to be *au-dessus de la mêlée*.

Toward the end of the last of a series of five vivid articles in *Collier's* dealing with the *Tragedy of France*, a series now available in book form, André Maurois tells how during the fateful hours of France's fall he was on a

mission in England, talking with an English friend of long standing. The Englishman, Desmond MacCarthy, was expressing his love for France, was talking of some of the great poets of French literature. Finally, he said to Maurois:

We know that we are menaced by many things: first of all by death, which is not very important, but also by tyranny, and that is more serious. Our duty is to save a thing that can be saved and that depends only on us: the confidence we have in one another. To do that, two things are necessary: first that we shall never forget the existence of our friends, their kindness and affection. Even if we do not see them for long years; even when the French are told that we English are monsters and we are told that the French have betrayed us, let us remember certain Frenchmen and certain Englishmen who, we know, are incapable of any but noble and generous thoughts. And when we have the opportunity let us be very kind to one another, much kinder than usual. There is a great dearth of kindness in the world today. We must redress the balance.

These are great and noble words. We must not forget them when misunderstanding and misinformation can so easily separate us. We modern language teachers at least should be able to penetrate behind the scenes. We must not, like the general public, be misled by the deceptive unity of present appearances. Let us not think that the French people have suddenly lost all the attributes which endeared them to us or that what they stood for has now permanently lost all meaning for the world. It is our task, as modern language teachers, to preserve our balance in difficult times and to help others in our country to preserve their balance too. We must lead people also to remember the past and not poison the present or the future by quick forgetfulness of all that the great nations of Europe have meant to civilization and all that they may mean again when these sad days have passed, as pass indeed they will, soon or late, as events may decide. This is the meaning of teaching French or German, Italian or Spanish "civilization" today, the enduring values of those civilizations, not the brutal militarism and conquest, the inhuman tyrannies which for the time being strut their uneasy way so blatantly across our human stage.

But it is not enough for us to keep in mind these things which make the teaching of foreign language, literature, and civilization still full of meaning and significance today. We must teach, not with less conviction, but with more. We must teach, not merely as well as we have done in the past, but better. It is not our task here to speak of methodology in the specific sense of the word. But ought we not all of us to re-examine our methods and procedures critically, taking nothing for granted? Why do so many of the professors of education oppose language teaching? May it not perhaps be, in part at least, because in their two years of required language twenty-odd years ago they found no joy in the agreement of the past participle whether used with *être* or *avoir*? Perhaps they did not thrill to the intricacies of German "strong" verbs, which may have been too *strong* for them. Possibly they did not relish the nuances of usage of *ser* and *estar*. Certainly, I would not imply neglect of grammar. Grammar itself is necessary and fruitful,



and the ability to understand and analyze linguistic structure is one of the essential bases of logical thought. *Mais il y a la manière*. Grammar can best be learned, not so much by precept and rule, as by use, "here a little and there a little," as the Scriptures have it. We need to train eye, ear, and hand at one and the same time, so that each supports the other with strong memory associations. Who of us who has been in a foreign country cannot remember today even after the lapse of years some turn of phrase or intonation heard long ago and held in the mind perhaps without deliberate effort? So it is with a foreign language when it is heard spoken in the class room. The ear is a great adjunct to the eye in these matters. Each should supplement the other. Let us not forget that the languages in which we are interested, even in the midst of these troublous times, are not *dead* languages; they are *langues vivantes* and should be taught accordingly. Our chief objective is, as always, a *reading* objective, but a mainly oral approach to this reading objective, a modified direct method, still remains valid in my opinion, and that for sound psychological reasons, entirely apart from any temporary break in opportunities for travel in Europe.

What now is the first essential qualification for good teaching, whatever the subject taught may be? We must come back to an old answer, no less true because old. That qualification is personality, "It," as the slangsters have it. The teacher with "It," one way or another, will interest students and present his subject effectively. But what is this quality facetiously called "It"? It is conviction, verve, the ability to communicate feeling, intensity of belief, emotion, magnetism, vividness of personality, a way of using humorous or effective anecdote in the right place, the ability to single out an important topic for striking, dramatic treatment.

There is a story of Voltaire, which may illustrate this point. Voltaire one day was witnessing the rehearsal of one of his plays, but was dissatisfied with the lack of verve and of warmth of expression on the part of a leading actress. Pungently he took her to task, suggested the way the lines should be given.

"Mais, monsieur," she remonstrated, "pour faire cela, il faudrait avoir le diable au corps!"—"Parfaitement, mademoiselle," retorted Voltaire, "parfaitement, dans tous les arts il faut avoir le diable au corps." In other words, "It." This is the first essential for good teaching.

Can this quality be cultivated? Can we, by taking thought, add a cubit to our stature? I do not know, but I am much inclined to believe that any aim, intensely desired and constantly worked for, is likely sooner or later to be realized. First of all, we need to remind ourselves that some vividness of personality is necessary to establish real communication between the two opposite sides of the teacher's desk. Then we must translate all that we teach into terms of human experience. We must not drift into the complacent thought that the subjects with which we are concerned exist chiefly for our own amusement and livelihood. They will not long survive on such



a basis. Instead, we must constantly ask ourselves: What does this mean, this subject which we are trying to teach? How can we convey this meaning to people younger than ourselves and of quite different activities and tastes? To what extent and by what means can we get on a common footing with them? How may our reading, of newspapers, of magazines, of books, contribute to our daily teaching, make it real and vivid? A copy of Sunday's *New York Times* may be a veritable arsenal for a whole week's teaching, linking up the class room with events, ideas, problems in this country and abroad. Preserved in a scrapbook, the more significant of these clippings may prolong their value far into the future. Such has always been the method of the best teachers. We are only reaffirming here an old faith, restating, if you like, a truism well tried in the past and not found wanting. It is still good for us of these present hard days.

We must have faith in our subjects. We must be able to give an account of that faith, simply, intelligently, with conviction. Have our own personalities been enriched by our subjects of study and of teaching? Are we ourselves broad in our interests and tastes, with a keen and tolerant understanding of humanity, a wide outlook upon the world at large? Then, it is a fair and natural assumption that our work in foreign language and literature has done much to make us so. If, on the other hand, we are not broad in our understanding and sympathies, then no amount of lip-service to foreign languages will convince any one else that they are worth while. Is our teaching effective, full of life and reality? Then, it too will carry conviction in class room and out, where mere argument falls flat.

No doubt we in the modern-language field are confronted by difficult days. Our work will not be easy. "These are times that try men's souls," said Thomas Paine in the days of the American Revolution. Neither Washington nor his men found Valley Forge enjoyable. But they stuck it out. France, in the fifteenth century, was a feeble country indeed, ruled by a weak king, overrun by the English, torn by dissension and intrigue, yet Jeanne d'Arc dared to believe that her people could be led to victory, and so they were. The sixteenth century saw the country caught in terrible Civil War between Catholics and Protestants. There was massacre, plunder, and rapine. Then Henry IV brought unity and peace. After the misgovernment and financial extravagance of the eighteenth century, France passed through terrible years of suffering and death during the French Revolution and the Terror. Yet in a few brief years she was unbelievably strong again. I should be far from praising the military strength or the short-lived glory of Napoleon. I am merely citing these historical examples as evidence that France has passed successfully through hard trials in the past. History shows that tomorrow brings important changes, not necessarily for the worse. Great peoples will not be permanently enslaved. So will it be in Europe. We must not judge the future by the transient present in which we can be at times too much immersed. We must go forward with confidence and courage.

# *Survey of Modern Language Teaching in Catholic Women's Colleges of the Middle West*

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NO MODERN LANGUAGE convention is complete, these days, without discussions regarding the objectives of Modern Language teaching and the methods used to attain them. In order to discover the trend of opinion in our Catholic Women's Colleges in the Middle Western area, a questionnaire was sent to the colleges in this region asking them to state the aim desired, the texts used, and the student enrollment in French, German and Spanish—the Modern Languages usually taught. The results secured from the thirty-four colleges which contributed are shown below.

Twenty institutions seek to impart a reading and speaking knowledge, while thirteen wish reading ability alone. The methods used in securing these objectives are listed in Table I.

The facility with which the language students of these colleges express themselves at the end of the first and second year is shown in Table II.

Table III shows the most popular texts in use. Because of their great variety, it is impossible to include in this report more than the three most generally used in each language.

The enrollment in the different languages is given in Table IV. It will be noted that the freshman groups are divided because many students beginning a language in college are placed in the elementary group, while others who have completed two years in high school are assigned to the intermediate group. The sophomore group contains those students who began the language in college and those who had it in high school. In this year, most colleges give a Literature course, however, to the latter.

From an examination of the tables, it will be readily seen that our Catholic Women's Colleges in this area are rapidly abandoning the old objective of a reading knowledge alone as the ideal.

## COLLEGES WHICH CONTRIBUTED TO THIS SURVEY

Barat College of the Sacred Heart	Lake Forest, Illinois
Briar Cliff College	Sioux City, Iowa
Clarke College	Dubuque, Iowa
College of Paola	Paola, Kansas
College of St. Benedict	St. Joseph, Minnesota
College of St. Francis	Joliet, Illinois
College of Mount St. Joseph on the Ohio	Cincinnati, Ohio
College of St. Mary	Omaha, Nebraska
College of St. Mary's of the Springs	East Columbus, Ohio
College of St. Teresa	Winona, Minnesota
Duchesne College	Omaha, Nebraska

Fontbonne College	St. Louis, Missouri
Marycrest College	Davenport, Iowa
Mary Manse College	Toledo, Ohio
Marymount College	Salina, Kansas
Maryville College	St. Louis, Missouri
Mount Mary College	Milwaukee, Wisconsin
Mount St. Clare Junior College	Clinton, Iowa
Mount St. Joseph College	Maple Mount, Kentucky
Mount St. Scholastica College	Atchison, Kansas
Mundelein College	Chicago, Illinois
Nazareth College	Nazareth, Michigan
Notre Dame College	Cleveland, Ohio
Siena College	Memphis, Tennessee
St. Anne Convent (Junior College)	Covington, Kentucky
St. Mary College	Leavenworth, Kansas
St. Mary's College	Holy Cross, Indiana
St. Mary's Dominican College	New Orleans, Louisiana
St. Mary-of-the-Woods	St. Mary-of-the-Woods, Indiana
St. Teresa's College	Kansas City, Missouri
St. Xavier College for Women	Chicago, Illinois
The College of St. Catherine	St. Paul, Minnesota
Ursuline College for Women	Cleveland, Ohio
Webster College	Webster Groves, Missouri

TABLE I

OBJECTIVE:	Reading Ability	Reading and Speaking Ability
	14	20
METHOD USED TO SECURE		No. of Colleges
<i>Reading Ability</i>		
Grammar and easy texts		11
Direct and indirect method		3
<i>Reading and Speaking Ability</i>		
Reading and conversation		11
Cleveland Plan		5
Direct method		3
Lingraphone		1
METHOD USED IN TEACHING LITERATURE COURSES		
Dictation and lecture in Language		12
Lecture in Language		15
Lecture in English		5
Oral reports in Language		6
Written reports in Language		5
Oral and written reports in English		21

TABLE II

SPEAKING FACILITY ATTAINED:	No. of Colleges
<i>First Year</i>	
Good	8
Fair	16
Poor	9

*Second Year*

Good	12
Fair	17
Poor	5

TABLE III

TEXTS: A variety of texts for both first and second years are in use. The most popular are:

*French*

Fraser-Squair-Carnahan, *Standard French Grammar*  
 De Sauzé, *Le Français pour les Commencants*  
 Barton and Sirich, *New French Review Grammar*

*Spanish*

Hills-Ford-Rivera, *Brief Spanish Grammar*  
 Espinosa and Allen, *Elementary Spanish Grammar*  
 E. D. de Chavez, *Spanish Conversation*

*German*

Hagboldt, *Graded Readers*  
 Bacon, *German Grammar*  
 Cochran, *Practical German Grammar*

TABLE IV

STUDENTS ENROLLED IN LANGUAGES	1937-38			1938-39			1939-40		
	French	Spanish	German	French	Spanish	German	French	Spanish	German
Freshmen (elementary)	493	182	205	508	193	181	572	280	216
Freshmen (intermediate)	486	64	66	495	99	91	513	90	68
Sophomores	476	69	157	436	75	159	600	105	148
Juniors	230	41	59	210	46	61	285	48	83
Seniors	155	44	68	194	35	58	189	45	55
Total	1840	400	555	1843	448	550	2164	568	570

	1937-38		1938-39		1939-40	
	<i>Majors</i>	<i>Minors</i>	<i>Majors</i>	<i>Minors</i>	<i>Majors</i>	<i>Minors</i>
French	85	150	95	178	87	179
Spanish	16	49	15	44	20	44
German	11	31	8	36	12	35

## *Moral Values in German Literature\**

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(*Author's summary.*—A consideration of German literature from the Classical Age on, based upon the rich moral and ethical values which it offers American students.)

IN ESTHETIC criticism, we often find the remark that art moves in an absolutely independent sphere. We are supposed to enjoy a work of art for the beauty of its presentation, to forget the distractions and worries of everyday life and to give ourselves entirely to "disinterested contemplation." This definition of the esthetic experience, however, concerns only the form of art and does not say anything of the content. From the mere esthetic point of view it is entirely irrelevant whether the object in a picture, e.g., is some dilapidated corner of a modern city or an old horse or a religious scene of the Bible, or whether a work of architecture is an office building or a Cathedral. Yet most of us are more seized by a work of art, if it is not only beautiful in form, but also presents an object of deep human interest.

As to the poet, the advocates of pure art or art for art's sake forget that the artist is part of a concrete world and not of the lofty realm of ideas and imagination alone. They forget that the poet himself is constantly confronted with the same problem with which the world surrounding him is struggling, and that a great poet is as much concerned about these problems as any philosopher or legislator or statesman of his time. This concern with the world is an integral part of the poet's personality and merges with his own personal problems. From ordinary individuals he differs in that he cannot drift through life with superficial compromises and a merely passive attitude toward half-conscious issues and problems. He is almost too conscious of them, too obsessed by them; he must struggle for a solution, and this struggle finds its expression in the poetic product. We are, therefore, not only allowed to see these problems in literature; if we want to do justice to the poet's work we must re-experience and re-interpret his struggle with moral problems, and this includes social and political problems as well.

In this brief survey I must, of course, confine myself to a few of the moral problems contained in some of the major works of German literature.

Eighteenth and part of nineteenth century German literature derives some of its value from the fact that it saved a lively concern for moral principles at a time when religious creeds were losing their hold on the educated bourgeois class. Like Kant in the field of philosophy, the classical poets fought for a morality which could be respected and adhered to, even if all the religious motives which so far had supported morality should be doubted and rejected. In their works they demand that man recognize his obligation

\* Paper read at the meeting of The Association of Modern Language Teachers of the Central West and South held at Cleveland, April 20, 1940.

to develop his personality so that he would accept the humanitarian ideal willingly and independently from any social, political, and religious authority.

Thus, in *Emilia Galotti*, Lessing fights against the political oppression by an absolutistic ruler; and this fight is waged on the basis of moral principles. Despotism is made responsible for the brutal attack on Emilia's virtue and for the death of Appiani and Emilia. The despot allows himself to be used as a tool for the ambition of his most wanton servant and thus to become an accomplice of his crimes. Lessing's *Nathan the Wise* still must be considered the most valiant attack against religious and racial intolerance German literature ever produced. By attributing the highest degree of humanity to a Jew and the most wicked brutality, hypocrisy and perversion to a dignitary of the Christian Church, Lessing obliges every Christian and everyone who claims to be a human being to ask himself whether he respects in everyone else a human personality regardless of the casual circumstances of birth, color, creed or station in life. In the character of Nathan, Lessing sets a noble example: although Nathan's wife and children were murdered by Christians, Nathan, nevertheless, achieves the highest Christian tolerance, resignation to the will of God and active love for mankind. Through the humanity of this Jew, Lessing professes what no German living in the Third Reich would be allowed to repeat: that there can not be any true culture without absolute respect of every fellow-man, and that only he can claim to be truly humane who is willing to sacrifice his life rather than violate the principles of tolerance and humanity.

Schiller's ethics are just as far as Lessing's from any sentimentalism,—sentimentalism which is so often confused with humanity but which at bottom is only slightly veiled selfishness and cowardice. Schiller esteems even lower than conscious evil-doers those weaklings who know what is right and yet do not dare to defend their principles before the world. He sees that just as much evil may be caused by meek submission to wickedness as by the worst offense against human rights. In his dramas, Schiller fights against greed, ambition, licentiousness; he fights against any kind of determination by mere instinct and egotistic motives. He fights above all against any exploitation of fellowmen as instruments for selfish aims. He demands for every individual as much physical and political freedom as is possible within a social community, because he sees in such freedom the best guarantee for morality. But even under the worst oppression man can safeguard his moral freedom. The stronger the pressure of circumstances, the more man can prove his moral dignity by his inner freedom. It is Schiller's conviction that there is no force of circumstances, no tyranny in this world which can deprive man of his inner freedom. It is his conviction that there is nothing which can free man from the obligation of doing his utmost to maintain his moral ideals and to strive for their realization in himself and in his fellow-



man. But in spite of this high moral demand, Schiller is not intolerant toward the weakness of human nature. In fact, the examples of characters like Mary Stuart, Joan of Arc or Rudenz and Melchthal (in *William Tell*) show that Schiller considers the conflict between human nature and the moral ideal as a necessary step towards the realization of the moral character.

Schiller's moral idealism does not only apply to the individual, but also to the realm of politics. He is a violent opponent of all Realpolitik. In *Wallenstein*, *Mary Stuart*, *The Maid of Orleans*, and *William Tell*, he shows the futility of any political rule which is guided by materialistic and selfish aims, and which disregards moral principles and the moral welfare of the subjects in a state. He shows how a tyrannical rule defeats its own selfish ends by creating distrust among its own supporters and by increasing the will to resist and rebel among those against whom its oppressive measures are directed. He advocates an idealistic policy guarded by the moral principles of peace, justice, tolerance and humanity, a rule whose main effort it is to educate a free and morally responsible people capable of governing itself without the pressure of autocracy.

Goethe's work, at first sight, has a more esthetic attitude towards the problems of life. But he, too, participates in the eighteenth century fight for the political and moral freedom of the individual and the humanitarian ideal. *Iphigenia* is a confession of Goethe's belief in the ideals of truth and purity and man's ability to attain these values against all obstacles of environment, custom and instinct. It also is, like Lessing's *Nathan the Wise*, a profession of tolerance; at the risk of her own life and the lives of her brother Orestes and his friend Pylades, Iphigenie tells the truth to the barbarian king and by this self-sacrificing defense of the moral principle she succeeds in establishing the ideal of humanity in a country where human sacrifice had been practiced in the name of religion. Goethe's *Faust* has sometimes been interpreted as the glorification of the superman who does not allow himself to be bound by any moral considerations. But Goethe is far from defending Faust's attitude toward Margarete; on the contrary, he shows Faust in his deepest demoralization when Faust allows his instincts to prevail over his respect for the personality and the happiness of Margarete. If Faust survives the catastrophe for which he alone is responsible, he must prove through the achievements of his life that the sacrifice of a human life was not entirely in vain. He can only be saved after his self-centered individualism is superseded by the devotion of his entire energy to the unselfish service of mankind. Thus, Goethe joins the other great German classicists in his demand that man accept life as an obligation to achieve the highest development of his personality and thus to contribute as much as his abilities allow to the intellectual and moral progress of mankind.

In general, nineteenth century literature tries to save and to apply the moral principles of the classical period, that is, the rights of the individual

are defended against the pressure of tradition and convention in the family, in the professions and in the state; they are defended against the menace of an increasingly materialistic and mechanical regulation of life. Along with that the effort of eighteenth century literature is continued, the effort to find a basis for a morality which is no longer reliably supported by social pressure and religious beliefs. One of the issues repeatedly occurring in nineteenth century literature is the emancipation of women. The Young German movement goes to an extreme sometimes bordering licentiousness, whereas authors like Hebbel, Anzengruber and others (including also the Norwegian dramatist Ibsen) take a more conservative stand. They defend woman's right to be considered as an independent and self-responsible personality against the more or less tyrannical rule of man. They fight against the brutal social ostracism imposed upon women who had suffered betrayal by men. They demand a new basis for marriage. Parents and family councils should no longer be allowed to determine the course of young peoples' lives. Since young people have to assume the responsibilities for their own future and those for future generations they should follow their natural inclination and not the choice of their relatives which is often based on financial and social considerations rather than on any concern for the happiness of their children. This question also occurs in several of Storm's novels, including the one which is best known to all of us, *Immensee*. In this story the unhappiness which obscures the life of Reinhard and Elisabeth is attributed mainly to the interference of a mother who places material values over the spiritual and moral welfare of her daughter. Another appeal to parental responsibility is given, e.g., in Keller's story *Romeo und Julia auf dem Dorfe*, in which greed and an idiotically stubborn defense of questionable legal claims lead to the bankruptcy of two wealthy farmers and the suicide of their children.

The moral aspects of labor relations are part of the problem in Otto Ludwig's drama *Der Erbförster*. The Erbförster wages a losing battle for his patriarchal and organic conception of labor; he is rooted in his profession with his entire moral personality and feels himself responsible for the best cultivation of the forest entrusted to him. For moral reasons, he opposes the new form of the labor contract, according to which the laborer sells part of his time and energy for a definite wage without any other interest than the financial return for his labor. The economy of the industrial system with its division of labor and its stress on quantitative efficiency rapidly curtailed the moral right of man to an occupation to which he might devote all his physical and moral energies. Gerhart Hauptmann's *Die Weber* dramatizes one of the most depressing stages of this development, the exploitation of starving proletarians, and by this presentation of misery and suffering, the author appeals to our social conscience and to our human sympathies. It is true, that Hauptmann as a naturalist refrains from any direct comment on the conditions described, but he succeeds in forcing us to identify ourselves with the suffering and the moral destitution of the exploited and thus arouses

in us the desire to change the inhuman conditions of which they are the helpless victims. In the literature of the twentieth century, in the works of Wassermann, Toller, Kaiser and others the fundamental question is raised whether mankind did not pay too high a price for the material advantages of a highly mechanized civilization; whether man's moral structure is not seriously threatened by the rational destruction of man's organic contact with nature and the decay of the patriarchal form of society which modern civilization has displaced. This realization led to a resurgence of Heimatkunst. Simon Röck in Waggener's novel *Brot* must fight against the town civilization personified in the miller, which threatens his agricultural manner of life.

These few examples may suffice to illustrate the wealth of moral problems in German literature. In fact, there is hardly a work of first rank which entirely lacks them. The presentation of these values and problems in literature often surpasses any elaborate system of ethics. For ethical systems are abstract and rational; they appeal to reason only and are accessible only to the limited number of students who are particularly interested in the abstract discussion and formulation of problems. Literature, however, presents these problems as embodied in human characters, in whom we can have a human interest, with whom we can sympathize, rejoice and suffer, in whose moral development we can participate. These characters and their fate may help to clarify our own problems and the problems of the confusing world around us, because they are concrete and living examples of moral conflicts and achievements—and since they are concrete and living examples, they may awaken or increase the impulse to live up to those standards which the best minds have established.

To prevent any possibility of being misinterpreted I must emphasize perhaps once more that the presentation of a moral problem is only one aspect of literature and in many works not even the most important aspect, and in even less works the most obvious one. The moral problem is only one of the aspects under which a work of literature can and should be considered, if we want to do justice to the author, and if we want to make our foreign language study a valuable instrument for the education of coming generations. I fully realize the difficulties which confront the foreign language teacher in achieving this end. The greatest obstacle is, of course, the limited time most of our students devote to the study of foreign languages. But even under the prevailing circumstances there are still opportunities which can be exploited, if we concentrate more than before on only the essentials of formal language learning, if we use a greater discretion in the choice of texts, eliminate as much as possible second and third rate reading material, and if we educate ourselves to see those problems which are contained in every great work of literature, and to apply them to our own life and to the world around us. For there can be found only as much life value in literature as we bring to it from our own actual experience.

# Teaching Mexican Children in the First Grade

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(Author's summary.—Teaching Mexican children in Texas the rudiments of English is much like teaching Americans a foreign language and requires similar training.)

IN THE last analysis teaching Mexican children in the first grade is really teaching a foreign language, since they enter school with little, if any, knowledge of English. Moreover in conjunction with the eclectic method and inductive presentation the mechanical devices of modern foreign language teaching are used—vocabulary-building with picture, flash cards, realia, etc.

To create an attractive and appealing classroom environment reminiscent of home surroundings colored pictures typical of Mexican people, like *Poema del Campesino*, *Guadalupe la Alfarera* and *En el Mercado* are used.

The class of more than eighty is divided according to ability to learn. Ability grouping affords the maximum amount of effective remedial aid for the slow student and an enriched course for the normal and better student. For example, in the better group besides the basal reader two supplementary readers are used, one being read during the second six weeks and the other during the third six weeks. As soon as the child satisfactorily demonstrates his ability to do the work of the better group, he is transferred, and *vice versa*.

The entire course of study is thoroughly covered in the slow group but at a slow rate with very brief daily lessons and with great emphasis on drill. Constant care is continually exercised to keep the methods and materials on the learning level of the class. The slow group is graded on the basis of Perfect (C+), Satisfactory (C) and Unsatisfactory (D). In the better class only English is graded on this basis Perfect (B), Good (C+) and Satisfactory (C).

Since the formation of good habits of conduct and proper social attitudes is one of the primary objectives of the first grade, such qualities as neatness, effort, completion of work, cooperation, respect for authority, etc. as well as scholarship are considered in the distribution of grades.

All instruction and discussion are in English to accustom the auditory faculties to hearing spoken English. Theoretically the direct method is a splendid means to attain the ultimate end of training the child to think in English. Although highly desirable, such an outcome is rarely attained. Even the development of speaking ability is a slow process. Speaking ability increases gradually as the student progresses along the educational ladder. Perhaps the usual order of development, from first grade through high school, is reading, understanding, writing and speaking. Some students never master speaking although they excel in the other three for the simple reason that English is so much more difficult to pronounce than is Spanish.

From the first day the child is taught to answer always in a complete sentence.

Vocabulary-building with colored pictures brings into action the all-important visual sense. The average child, and especially the student with a language handicap, remembers what he sees longer than that which he hears. Magazines offer a wealth of picture material that can be used advantageously. Even at the rate of a series a week (five pictures to a series) the beginner in English ends the term with a sizeable, practical, everyday, meaningful vocabulary. Moreover many of these words are repeated in the vocabulary of the basal reader and in the Spelling vocabulary.

The fruit series—apple, orange, banana, pineapple and pear—, the clothing series—hat, shoes, socks, shirt and coat are taught first because it is relatively easy for the teacher to get colored pictures of the different fruits and articles of clothing. More important, the child uses these words practically everyday. Although "pear" is not as common as the other fruits mentioned, its similarity to the Spanish word ("la pera") accounts for its use. Naturally the teacher will select fruits, or whatever the series may be, with which the child has contact in everyday life. It would be foolish to teach a beginner in English living in Southwest Texas "blueberry." Words usually used in the plural, like "socks" and "shoes," are taught in the plural form.

Cleanliness is not only one of the first lessons but also one which is discussed in one way or another every day. The health rules series proves an interesting approach—Sleep, Eat Vegetables, Drink Milk, Bathe Everyday, Brush Your Teeth.

To clear up difficulties associations are made with the common experiences of the students. For example, in discussing the meals, foods which we eat everyday, like "tortillas" and "frijoles," are used as illustrations.

As to the method used in teaching reading and the vocabulary of the basal reader, all new words are presented through flash cards first. For the preview, the entire text of the lesson is arranged in flash cards, and the first ten or fifteen minutes of the period is spent on drill of these words. At the most only three of these words are new. For the view, ten or twelve students are given an opportunity to read a different page before the new lesson is attempted, then the new lesson is read from eight to ten times by the better students with the aid of the teacher. In reading, as in everything, the distribution of work is according to ability, the more difficult questions being answered by the better students. Finally all words learned to date are reviewed through flash cards. This method stresses learning words and phrases rather than memorizing a page with the picture as the key and affords the teacher a daily check-up on individual as well as class progress and an opportunity to detect difficulties and determine proper, effective remedial measures.

Further drill on recognition of words consists of combining the words



(flash cards) into sentences not connected with the text of the lesson.

Another drill consists of placing twenty five cards on the chart card holder, and as the teacher points to each word the students find a sentence, somewhere in the book, having that word. The first to find a sentence is called on to tell the page and read the sentence.

The content of the story is often acted out in simple dramatic representations. Tableaux are also used during the conversation period. A simple, practical story play is written on the blackboard, and as the teacher reads each sentence, the child acts it out.

In connection with the flash card drill and also the written exercises at the blackboard, the simpler rules of capitalization and punctuation are begun.

All tests and drill are on the play level in that they are thought of as competitive games and are always referred to as such.

To test comprehension oral questioning is used almost exclusively because understanding and speaking are of utmost importance in teaching the non-English speaking.

The written exercises, in Spelling, Reading and even Arithmetic, are done orally first so that the child will understand exactly what he is writing, since writing is reduced to a minimum in this program. An exercise is written on the blackboard, read aloud by the tecaher, re-read and answered by the students (until the work is understood), completed in writing and answered at the board and finally written and completed individually.

New-type questions are not only effective but offer a variety of choice—true false, matching, multiple choice, completion, who said it? and riddles.

To test recognition of words, sentences and phrases are taken from the basal reader of the next grade to which the students will be promoted. The student underlines the word called. All of the words in the exercise are in the vocabulary of the basal reader, all of the underlined words are included in the Find the Word tests devised by the authors of the text, 70% of the underlined words are in the vocabulary of the pre-primer and 50% are also Spelling words.

A battle of words with the better students as the officers and the others as soldiers constitutes another drill on recognition of words and oral Spelling. In Spelling the word must be pronounced before and after, and a soldier failing to do any one of these is "dead." The army having the less number of "dead" wins the battle.

The belief held by Michael West and Algernon Coleman that "the initial stage of learning a foreign language should be to read it" receives substantial support in this program.

As to the development of reading readiness, in the slow group a period is devoted to looking at library books, funny papers and magazines. This contact with printed material is intended to help create in the child a desire to



learn to read. Those students not yet ready to read do not participate in the oral reading nor are they required to follow the test closely while the others are reading, but when one of these immature students begins to show signs of approaching the readiness stage, he is shifted into the reading group.

As to the Spelling, the oral and the written are taught with, perhaps, a fraction more emphasis being placed on the written. The alphabet drill includes recitation of the alphabet and a drill in which the teacher points at random to the different letters. The purpose of this latter drill is to develop a quick recognition of each letter. To test recognition of letters the Spelling words are arranged in groups of five and the students circle the a's in one group, the e's in another, etc.

An oral dictation exercise in which the pupil writes the Spelling words in alphabetical order develops ear training and the association of the sound with the letter with which the word begins.

To develop understanding of the meaning of the Spelling words, sentences from the basal reader in which the words are used constitute the multiple choice drill.

Integration of all the work as well as the games and songs is important. Although the child does not understand or is conscious of integration as such, gradually he does learn to apply the facts learned in school to all his extra-curricular and play activities.

The four immediate objectives of modern foreign language teaching—read, understand, speak and write—are also the desired aims in teaching Mexican children in the first grade. As would be expected, more emphasis is placed on the first three, since the development of the aural and oral is so important with non-English-speaking children; but from start to finish the devices, activities, approaches are the same as those used in teaching any modern foreign language—flash cards, conversation, oral reading, dramatic representations, etc.

## *A Summer in Bogotá*

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THE capital of Colombia has often been called the Athens of South America, but somehow very little is known about it in North America. Early last spring, when I decided to spend the three summer months in Bogotá to study the language and literature of Colombia, I wrote to the Pan American Union in Washington D. C. for information. I received several pamphlets designed for tourists but no direction or advice as to University courses for foreigners. I then wrote to a Colombian friend of mine in New York City for advice; but having attended a convent, she was unable to give any. The Colombian Consul in New Orleans could not tell me what University to write to, because he had been sent to England to be educated. So it was that I went without knowing just where I was going to study.

I went by boat from New Orleans, making connections at Colón, Panama and landing at Buenaventura on the west coast of the country. The return trip was made by water almost all the way from Bogotá, by river steamer to Barranquilla and from there by ocean steamer to New Orleans, via Colón.

In Bogotá I went to the Granada Hotel until I could find a private home where I had the opportunity to speak Spanish all day long for the duration of my stay. The hotel proved to be a cosmopolitan one where one heard English, French, and German as well as Spanish.

I called on the American Consul for advice as to courses offered in the city. He was unable to tell me where to go but advised me to call on the president of the National University, who, he said, was genial and obliging. This I did, only to find out that the university had no department of philosophy. The young and courteous president sent me to the Minister of Education, who in turn advised me to attend the lectures of Doctor Gómez Restrepo, eminent critic and writer of Colombia, and those of Dr. Gerardo Arrubla, renowned historian of the country. I also attended the lectures of Dr. de Casa, educator and former ambassador to Spain. These lectures were given in private schools of the city.

While the country has a public school system and illiteracy is low, all those who can afford to do so, send their children to private schools. Most of these are religious, the oldest of which is Colegio San Bartolomé, founded by the Jesuits early in the seventeenth century. This order has a university in Bogotá too. There are two high schools (colegios) for Americans, one for boys and the other for girls, in keeping with the customs of Colombia. The German and the French schools are coeducational, strange as it may seem, as are almost all the institutions of higher learning in the country.

Every state has a two-year Normal School to train elementary teachers. High school teachers are trained in a four-year Normal in Bogotá. Teach-

ers' salaries are about the same as in this country. A feature which impressed me very much was the language requirements. Every high school graduate has had two years of Latin, two of French, and two of English.

There are five grades in elementary schools and six in high schools. The standards are high and exacting, especially in natural science and languages. The Spanish spoken is reputed to be the best in the New World. An Academy of Language was founded in Colombia which corresponds to the Spanish Academy in Spain.

Some of the expressions peculiar to the country are *a ver* for *hello* when answering the telephone, *provocar* meaning *to please*, *¡venga Ud* means *come in*; *que le pase bien* is a good-by wish. *Perico* means *omelet*, *realización* is *a sale*, *chichonera* is *a large crowd* or "*mob*." *Arranca pluma* is *a gossip*. The word *caminar* is always used for *to walk* and very often the "s" is omitted in *muchas*. *Arrendar* is always used for *to rent*. The diminutive is very popular. These are minor errors considering that Bogotá was settled four centuries ago.

It was my pleasure and privilege to attend two lectures every week given under the auspices of the Academy of History, which was founded in 1902. These were given by the members of the Academy and well attended by the Bogotanos.

The city has a very interesting library housed in a new building of modern architecture. It has twenty-five amusement halls, many churches, and parks.

The climate is about forty-five degrees Fahrenheit the year round. All in all it is a good place for a teacher of Spanish to spend a vacation.

# *The Italian Scholarship of George Washington Greene*

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(*Author's summary.*—A demonstration of the high ability and sound scholarship of this American pioneer in the field of Italian literary criticism.)

WHEN in 1827 George Washington Greene was forced to give up his studies because of poor health, he withdrew from Bowdoin College and went to Europe where he spent nearly twenty years of his life, most of them in Italy.

One day, while stopping at an inn in Southern France, he accidentally met Longfellow who had gone to the continent in order to prepare himself for the teaching of modern languages. The two young men became good friends; they saw a great deal of each other and made the journey together from Marseilles to Southern Italy. In the Preface to his biography of his grandfather,<sup>1</sup> published in 1867 and dedicated to the poet, Greene recalls this pleasant experience and their exchange of confidences which was mainly responsible for his subsequent interest in Italian literature.

"Thirty-nine years ago, this month of April, you and I were together at Naples. We were young then, with life all before us: and in the midst of the records of a great past, our thoughts would still turn to our own future. One day, I shall never forget it, we returned at sunset from a long afternoon amid the statues and relics of the Museo Borbonico. We went up to the flat roof of the house, where as we walked we could look down into the crowded streets and out upon the wonderful bay and across to Ischia and Capri and Sorrento, and over the house-tops and villas and vineyards to Vesuvius. And over all, with a thrill like that of solemn music, fell the splendor of the Italian sunset. We talked and mused by turns, till the twilight deepened and the stars came forth to mingle their mysterious influence with the overmastering majesty of the sea. It was then that you unfolded to me your plans of life, and showed me from what 'deep cisterns' you had already learned to draw."

In France Greene also met Carlo Botta to whom he was afterwards bound by the strongest ties of sympathy and affection.<sup>2</sup> When he left for Italy that Italian historian gave him letters of introduction to some of his eminent countrymen and for many years he kept him in constant touch with the historical and literary works in which he was engaged. His friendly intercourse with Botta and his long contact with the Italian people greatly encouraged Greene in his determination to become conversant with Italy's culture and civilization.

<sup>1</sup> *Life of Nathaniel Greene, Major-General in the Revolution*, by George Washington Greene, New York: C. Putnam and Son, 1867-71.

<sup>2</sup> See my article on "First Personal Contact Between American and Italian Leaders of Thought," *Romanic Review*, xxvii, January-March, 1936, No. 1, pp. 5-8.

From 1837 to 1845 he was American Consul in Rome and discharged the duties of his office with great dignity and efficiency. American visitors to that country found in him not only a most capable diplomat, but also a very kind gentleman who spared no efforts in making their sojourn both pleasant and profitable. Joseph Parker, in a letter to Charles Sumner, dated December 3, 1840, pays tribute to his fine qualities in these words:

"We are inexpressibly obliged to you for the introduction to Greene. He was not only most friendly but invaluable to us. He is an accomplished excellent representative of your government in Rome,—by long residence thoroughly versed in your and Italian politics, and I hope and trust will not be displaced. Indeed he has now represented the United States so many years, and is so highly regarded, that his displacement would be highly injurious to United States interests. Moreover, so many Americans are increasingly visiting Italy that the diplomatic residence there of such a man is highly useful to your nation. He is a man also of cultivated taste and well versed in Italian literature."<sup>3</sup>

During his residence in Rome Greene was cordially admitted into its best society. Among the prominent men he met there were Achille Gennarelli and Paolo Mazio, two of the founders of *Il Saggiatore*, to which he himself contributed an important article on the "Life and Travels of Verrazzano."<sup>4</sup>

In the midst of his social and diplomatic activities Greene always found time to devote to his literary and historical researches the result of which he published in the *Archivio Storico*.<sup>5</sup>

On his return to America in 1848 he was appointed Instructor of Modern Languages at Brown University and held that position until 1852. One of his more advanced courses consisted of lectures on the History of the Italian language and literature with readings from the *Inferno* and the *Gerusalemme Liberata*. That he was an able and successful teacher there can be no doubt for he had a mastery of his subject and could express himself in Italian with the same ease and naturalness as in English. Furthermore he thoroughly understood the function and scope of a modern idiom and knew what should be done in order to obtain an adequate knowledge of it.

"It is not by reading," he once said, "that one can acquire a perfect familiarity with a foreign language. You must have learned to think in it and made it the spontaneous expression of your wants and feelings, if you would find in it the true interpretation of the wants and feelings of others. Its words and idioms must awaken in you the same sensations which the words and idioms of your own language awaken; giving pleasure as music, or a picture, or a statue, or a fine building gives pleasure, not by an act of reflection under the control of the will, but by an intuitive perception under the inspiration

<sup>3</sup> Autographs collected by Charles Sumner, Harvard University.

<sup>4</sup> Vol. I, pp. 214 and 254, 1844-46.

<sup>5</sup> Vol. I, Part 1, p. 61, 1855.

of a sense of the beautiful. The enjoyment of a thought is partly an intellectual enjoyment: you may even reason yourself into it; but the enjoyment of style and language is purely an aesthetic enjoyment, susceptible, indeed, of culture, but springing from an inborn sense of harmony. To extend this enjoyment to a foreign language, you must bring that language close to you, and form with it those intimate relations between thought and word which you have formed in your own. The word must not only suggest the thought, but become a part of it, as the painting becomes a part of the canvas. It must strike your ear with a familiar sound, awakening pleasant memories of actual life and real scenes. Idioms are often interpreters of national life, giving you sudden glimpses, and even deep revelations, of manners and customs, and the circumstances whence they sprang. They are often, too, brief formulas, condensing thought into its briefest expression, with a force and energy which the full expression could not give. Not to feel them, is not to feel the most characteristic forms of thought."<sup>6</sup>

Though Greene left no record of his Italian lectures at Brown University, his Essays,<sup>7</sup> which are still extant, are in themselves a sufficient evidence of his Italian scholarship.

In the first of these<sup>8</sup> he gives us an interpretation of Petrarch's *Canzoniere* such as can be expected only from one who has entered into the spirit of the language and has caught the feeling as well as the meaning of the original. With penetrative insight, Greene carefully analyzes the poet's every sentiment and emotion which emanate either from his own passionate love for Laura or from the latter's varying attitude towards him; he comments on the beauty and richness of Petrarch's poetry; he notes the essential difference both in thought and expression between the poems written during the life of Laura and those that were composed after her death; and all this he does in a manner which reveals a keen understanding of the human heart and a sensitive poetic nature.

"The amatory portion of the *Canzoniere* possesses two distinct characters. During the life-time of Laura, the poet's mind has a gayer or rather brighter range of imagery. The charms of her person float constantly before him. Her 'loved idea' is mixed with every object, from the soft hue of the evening sky, to the deep brown of the rustling forest, from the gale that fans his feverish brow, to the stream that lulls by its gentle murmurings. All the varying emotions of his soul are fully recorded. We now find him flushed with joy at some simple mark of favor, now deeply dejected by some act of unusual harshness. At times he laments the fatal destiny that has con-

<sup>6</sup> G. W. Greene, "Review of Longfellow's translation of the *Divina Commedia*," *Atlantic Monthly*, xx, 1867, p. 197.

<sup>7</sup> These Essays were first printed separately in the *North American Review* and later brought together and published in one volume under the title of *Historical Studies*, New York and London, 1850.

<sup>8</sup> "Petrarch," *North American Review*, xl, 1835, p. 1.



demned him to days of hopeless complaint, to nights of watchful agony. At others he seems to rejoice in his chains, and although fully sensible of the hopelessness of his passion, to cherish with anxious solicitude the flame that feeds it. And throughout the course of these feelings, the flow of the verse chimes sweetly to the thoughts they record; moving like music at night amid the stillness of some lonely lake, now floating softly over the unrippled water, now lost amid the rush of the rising breeze, now broken by the voice of the awakened echoes. . . .

Laura dies; and here the tone of his sorrow is changed. She is no longer an earthly beauty, whom he can hope to bend by his tears, but a spirit of heaven, who has wiped away the dross of earthly passion, but still cherishes that pure affection by which man is sometimes drawn back to the image of his Maker. She then visits him in dreams and amid the still watches of the night, rebukes his vain and sinful sorrow. She bids him weep for himself and not for her; she shows him by bright glimpses of heaven the inexpressible bliss of the state to which she has passed, and bids him look with anxious anticipation for the day in which he may be permitted to follow. There is something exceedingly touching in this communion with the dead whom we have loved, in this affection which even from heaven can look back upon the sad footsteps of the dear ones left behind, and cheer by friendly words and soothing visions the grief which none but itself can feel to be vain.

The style also of the second part seems to have changed in accordance with the feeling of the mourner. The movement of the verse is solemn and slow; a softer and purer strain of lament swells up from the heart; we are led to the solitary grave; we seek in vain for the form that was once so lovely, but which is now mingled and lost amid the common dust at our feet; at times a voice from heaven breaks in upon the stillness of the night; a heavenward aspiration arises from the lone and stricken soul; while the imagery, shaded with the same deep coloring, softens and deepens and harmonizes the whole."<sup>9</sup>

The essay on Petrarch is interspersed with quotations from the poet's work and these are followed by their respective English translation. It ends with a brief analysis of *I Trionfi* in which Greene discerns the same quick perception of delicate sympathies between the external world and the world within and the same wealth of language and brilliant fancy that are common to the *Canzoniere*.

From his study on Machiavelli<sup>10</sup> one may readily see that Greene had a thorough grasp of the vigorous thought and profound reasoning of the celebrated historian, and a clear conception of his character and temperament. He understood full well the value and range of his contribution to world literature and science, and judged it not according to modern standards of

<sup>9</sup> *North American Review*, XL, pp. 11-12.

<sup>10</sup> "Machiavelli," *North American Review*, XLI, 1835, p. 70.

morality, as many writers have erroneously done, but in the light of the author's own times. In so doing, he never lost track of the fact that Machiavelli lived in an age of crime and corruption and that he painted men just as he had found them and life as he himself had experienced it amid disappointed hopes and torments and exile. The tribute which Greene pays to that Italian political genius is very flattering but undoubtedly sincere and does credit to his perspicacity and fine sense of criticism.

"Machiavelli united the keenest comic wit with the profoundest philosophical reflection, the skill of the satirist with the gravity of the historian, the warmth of poetic feeling with the shrewdness of political sagacity, and bringing into actual life the same versatility and apparent contradiction of character,—the pliant skill of an Italian diplomatist with the virtues of a faithful citizen, and the tenderness of an affectionate father and friend. In short, whether we consider him in his life or in his works, we shall be constantly struck with the peculiar and strongly marked character of both, and be prepared to acknowledge that, if the mind of man be indeed the proper study of mankind, few volumes contain a richer store of varied wisdom, than the life and writings of Machiavelli."

In his essay on the Reformation in Italy,<sup>11</sup> Greene traces its history back to the Middle Ages when that country, notwithstanding its internal dissensions, was still free from foreign rule and dearly cherished her liberty. To this love of freedom and to the attacks levelled against the Roman Church first by the Troubadours and then by Dante, Petrarch and Boccaccio, Greene attributes the origin of that movement which later gained the support of the humanists, the princess Renée of Ferrara, the Capuchin monk Ochino and other Italian converts. In the last part of his informative and illuminating study, Greene outlines the influence of the Reformation on the political and spiritual life of the Italians. Here, however, he has a tendency to exaggerate and even goes so far as to assign to it a vital rôle in the struggle for Italy's liberty and independence, evidently forgetting that Italian antagonism to the Roman Catholic Church was not directed at its fundamental doctrines, but rather at its temporal power.

Greene's "Historical Romance in Italy,"<sup>12</sup> is intended to show how in spite of her peculiarly romantic aspect and the romantic temperament of her people, that country contributed but little to that type of literature. Though ample material could be found in the turmoil of rival factions and in the bloody contests between free cities, Italian authors failed to take advantage of it. This is explained by the fact that being solely concerned with the redemption of their native land from political slavery, the latter preferred to dramatize scenes and episodes from chronicles and historical documents which they considered better suited for the object they had in mind. To il-

<sup>11</sup> "History of the Reformation in Italy," *North American Review*, XLIV, 1837, p. 153.

<sup>12</sup> *North American Review*, XLVIII, 1838, p. 325.

lustrate the wisdom of such a choice Greene cites the tragedies of Alfieri, and declares that they "have done more towards inspiring Italians with that stern and elevated patriotism that is essential to a successful effort for freedom, than romances have or every could have done." The truth of such remarks in regard to Alfieri is of course beyond question, but since they could not be applied to any other Italian playwright, with the possible exception perhaps of Niccolini, they are hardly enough to prove the superiority of the drama over the historical novel. Furthermore, while Greene may be quite right in assuming that Italian writers refrained from describing contemporary characters and events because of the risk of persecution, imprisonment or exile which they would doubtless incur by doing so, it does not seem at all likely that they should have avoided fiction, as he claims, on the ground that it did not offer the same possibilities of material gain as in England, or in other countries of Europe. Indeed, it frequently happened that, owing to the lack of copyright protection, a work would be printed simultaneously in different states of Italy and if successful reprinted several times without the author deriving any financial profit from it; but this was true of the drama, of history and poetry no less than of fiction.<sup>13</sup> Nor were an author's rights respected in England any more than elsewhere, as Greene would have us believe, for we know that, in so far as literary articles were concerned, they were often reproduced in American journals without the consent of the proper authority.<sup>14</sup>

The real explanation for the scanty production of historical romance in Italy before 1800 can not be easily given. However, with the general spread of romanticism in Europe and the growing popularity of Sir Walter Scott's novels, that kind of literature also made its appearance on Italian soil. It did so with *I Promessi Sposi*, which Greene, in a separate article on Manzoni,<sup>15</sup> rightly calls "the brightest ornament of historical romance in Italy."

From his impressions received in reading this work Greene drew an interesting sketch of the character and personality of that great Italian novelist, emphasizing above all his kind and gentle disposition, and his sensitiveness to human affection and to the charm and beauties of nature. In his criticism of *I Promessi Sposi* he enumerates some of the many qualities which make that novel a veritable masterpiece, namely, the air of reality that is given to every scene in the book, the appropriate language and behavior of each of its personages, the skilful weaving together of its many episodes, and the happy arrangement of its variety of scenes, some of which are described "in a language which none but a poet could have used," while others "are equal to the finest passages of Scott himself." Also worthy of

<sup>13</sup> See my article on "Italy and the American War of Independence," *Romanic Review*, xx, 1, January-March, 1929, p. 32.

<sup>14</sup> See my article on "The Dawn of Italian Culture in America," *Romanic Review*, x, 3, July-September, 1919, p. 252.

<sup>15</sup> *North American Review*, LI, 1840, p. 337.

commendation, according to our American scholar, is the admirable way in which Manzoni has succeeded in reproducing the spirit of his age and in making his readers feel "what a chastening power there is in the hand of adversity."

Prompted by a strong love of Italy and by a desire to dispel some of the prejudices that were then prevalent in America in regard to the Italians, Greene wrote an essay on "Italian Literature in the First Half of the 19th Century"<sup>16</sup> and another on "Hopes of Italy."<sup>17</sup> In the former he describes in a rapid and concise manner the state and apparent direction of studies in the Italian peninsula from 1800 to 1838. The survey is by no means complete. Nothing is said of poetry nor of the natural sciences; geographical writers and periodical literature are not even mentioned; and only a few lines are devoted to archaeology, music and art. All this, however, was intentional. For lack of space Greene was forced to omit many important names, and confined himself to a few whom he chose "in accordance with the best judgement which he could form after a long and mature reflection." Language, history and philosophy are the only topics which he undertakes to consider.<sup>18</sup> In his discussion, the three well known reformers of the Italian language Cesari, Monti and Porticari receive a great deal of attention; the same may be said of the historical writings of Botta, Colletta and Giannone, and of the philosophical studies of Galuppi, Romagnosi, Gioia, Borelli, Mamiani della Rovere and Rosmini. Biographical sketches of the authors in question, appear in each case, and the whole subject is so ably treated, that, though limited in its range, it is quite enough to convince us that foreign domination never succeeded in crushing the mental and spiritual faculties of the Italians, and that despite tyranny and oppression, their intellect still retained its original keenness and vigor. "Art, literature and science," Greene states, "sprang into life from the very bosom of death, the brightest flights of poetry and of philosophy winged from a garret or from a cottage, and the fondest hopes of life, and life itself, offered up a willing sacrifice at the shrine of scientific truth or of historical sincerity."

After having thus defended the intellectual qualities and patriotism of the Italians, Greene proceeds to attack those who persist in painting Italy as the home of bandits and beggars and as a land still preserving some traces of its former loveliness, but rapidly sinking to the lowest depths of degrada-

<sup>16</sup> *North American Review*, I, 1840, p. 301.

<sup>17</sup> *North American Review*, LXVI, 1848, p. 1.

<sup>18</sup> These are based on the following books:

a) *Proposta di alcune correzioni ed aggiunte al vocabolario della Crusca* di Vincenzo Monti, Milano 1817-1824; 3 vols., 8 vo.

b) *Storia d'Italia* di Carlo Botta, in 14 vols., 8 vo.

c) *Elementi di filosofia* di Pasquale Galuppi, 5 vols. 12 mo.

d) *Collezione degli scritti sulla Dottrina della Ragione* di Grandomenico Romagnosi, 2 vols., 8 vo.

tion. He warns his fellow countrymen to beware of books written on Italy by biased and unscrupulous authors and he warmly entreats them not to judge in haste or in prejudice a country which is most worthy of their sympathy and good will.

The essay on "Hopes of Italy"<sup>19</sup> deals with the moral and social progress of the Italian people during the second half of the 18th century and the first half of the 19th. The development of a national consciousness brought about by such men as Niccolini, Manzoni, D'Azeglio and Gioberti, the remarkable improvement in the education of the lower classes and the friendly intercourse between all strata of society, led Greene to conclude that Italy's future was very promising and her unification near at hand. References are made in the course of his essay to Dante, Petrarch, Bembo, Machiavelli, Manzoni, Botta, Guidi and Tiraboschi, and a number of passages are cited from their writings. Of particular interest are his comments on various authors which are indicative of the seriousness and thoroughness of his training in Italian literature. Greene speaks of Goldoni, for example, as a dramatist "whose pictures of human life made vice so contemptible and virtue so lovely that none could hesitate in their choice"; he calls Alfieri "the inflexible foe of every species of effeminacy who made poetry a mission and breathed into his verses the severe elevation of his own nature"; he notes in Niccolini's tragedies "the sentiment of an elevated philosophy combined with the inspirations of the purest patriotism," and he defines *Le Mie Prigioni* as "that matchless volume of Pellico, so eloquent in its simplicity, so powerful in its gentleness, so thrilling in its calm picture of pain, and humiliation and sorrow!"

Though in the Essays that we have mentioned one finds only an occasional allusion to Dante and his works, it does not follow that Greene had but a scanty knowledge of them. On the contrary, he was so well versed in the *Divina Commedia* that when Longfellow organized the Dante Club for the final revision of his translation of that masterpiece Greene was one of the first to be asked to join it. He it was, in truth, who gave Longfellow the greatest encouragement in his undertaking and perhaps the most valuable assistance.<sup>20</sup> How deeply he appreciated the great merits of the Italian poet's style and diction may well be illustrated by a passage from his own review of that very translation of the *Commedia*, in which he says:

"If it were possible to convey an accurate idea of Dante's style by a single word, that word would be power. Whatever he undertakes to say, he says in the form best suited to convey his thought to the reader's mind as it existed in his own mind. If it be a metaphysical idea, he finds words for it which give it the distinctness and reality of a physical substance. If it be a

<sup>19</sup> This article is based on Cesare Balbo's *Speranze d'Italia*.

<sup>20</sup> See my article on "Dante Interests in Nineteenth Century America," *Philological Quarterly*, 1, 3, July 1922, pp. 197-198.



landscape, he brings it before you, either in outline or in detail, either by form or by color, as the occasion requires, but always with equal force. That landscape of his ideal world ever after takes its place in your memory by the side of the landscapes of your real world. Even the sounds which he has described linger in the ear as the types of harshness, or loudness, or sweetness, instantly coming back to you whenever you listen to the roaring of the sea, or the howling of the wind, or the carol of the birds. He calls things by their names, never shrinking from a homely phrase where the occasion demands it, nor substituting circumlocution for direct expression. Words with him seem to be things, real and tangible; not hovering like shadows over an idea, but standing out in the clear light, bold and firm, as the distinct representative of an idea. In his verse every word has its appropriate place, and something to do in that place which no other word can do there. Change it, and you feel at once that something has been lost.

Next to power, infinite variety is the characteristic of Dante's style, as it is of his invention. With a stronger individuality than any poet of any age or country, there is not a trace of mannerism in all his poem. The stern, the tender, the grand, simple exposition, fierce satire, are some of his facets.

But Greene also influenced many other Americans to turn to Italian letters. He guided them in their work, and suggested to them books that they should read or consult.<sup>21</sup> In this way, no less than by his own teaching and writings, Greene contributed in a very notable degree to the dissemination of Italian cultural studies in America.

<sup>21</sup> "You gave me the jewel that I have", Sumner once said to Greene, "for I never would have learned Italian without you." (*Memoirs and Letters of Charles Sumner* by Edward L. Pierce; Boston, Robert Brittons, II, p. 108.)



## *Resolutions*

*Presented to the Association of Modern Language Teachers of the Middle States at its Annual Meeting, Atlantic City, N. J.*

*November 23, 1940, by Henry Grattan Doyle, The George Washington University, Washington, D. C.*

WHEREAS, The United States of America is now engaged on a great program of preparation for national defense, involving not only the material aspects of military, industrial, and economic defense, but also the intellectual and moral strengthening of our people; and

WHEREAS, this program also includes a renewed appreciation of the importance of closer ties with Latin America, particularly in the cultural field; and

WHEREAS, knowledge of foreign languages is not only of practical usefulness in all these aspects of preparation for national defense, but is the obvious first step in any program for the improvement of cultural relations; now therefore be it

*Resolved*, that the Association of Modern Language Teachers of the Middle States calls the attention of those concerned with this program to the practical advantages of encouraging the study of French, German, Italian, Spanish, Portuguese, the Scandinavian languages, Russian and other languages in any program of military, economic, or ideological defense, and of Spanish and Portuguese in particular in the development of closer relations with the nations of North, Central, and South America whose cultural background is Spanish or Portuguese; and be it further

*Resolved*, that this Association not only in its own name but with confidence that it speaks in the name of all the foreign language teachers in its area and throughout the nation as well, pledges the support of all American foreign language teachers to the national defense program; and offers the individual and collective services of these teachers, and of their special aptitudes and skills, in any way in which they can be useful to any agency, or in any phase, of the national defense program.

WHEREAS, the American Youth Commission has sponsored a pamphlet entitled "What the High Schools Ought to Teach," prepared by a Committee consisting of three Professors of Education in Teachers College, Columbia University, two other Professors of Education, three city superintendents of public schools, one high-school principal, and the director of an industrial institute; and

WHEREAS, this report deals in cursory fashion with what it calls the "conventional subjects," devoting to "criticism" of English, Mathematics, Foreign Languages, History, and Natural Sciences slightly over two pages in a thirty-six page pamphlet, and including among what it discusses as

"vicious aspects of the ninth grade" English composition, algebra, foreign languages, and history; now therefore be it

*Resolved*, that this Association protests the exclusion from membership in a committee preparing a report issued under the sponsorship of a body of such national importance as the American Youth Commission and devoted to "What the High Schools Ought to Teach," of any but Professors of Education and educational administrators, and particularly protests the omission of any representatives of the general public, of parents, of industry and labor, of business and professional life, of the intellectual leadership of this country, and finally of any representatives of the so-called "traditional subjects" of English, Mathematics, Foreign Languages, History, and Natural Sciences; and be it further

*Resolved*, that this Association protests the persistent efforts of a few educational leaders, commissions, Professors of Education, and educational administrators, to decry the teaching of exact and exacting studies, of mathematics and science, of history and English and foreign languages, all of which contribute to understanding of the world in which we live and at the same time help to provide knowledge and skill vital to any program of national defense.

WHEREAS, the National Federation of Modern Language Teachers and the *Modern Language Journal* are this year celebrating the completion of twenty-five years of service to American education; and

WHEREAS, the Association of Modern Language Teachers of the Middle States, as one of the founders of the Federation and of the *Modern Language Journal*, has watched with pride the steady development of both as constructive influences in the improvement of foreign language teaching, as unifying agencies in bringing about harmony and co-operation among teachers of French, German, Italian, Spanish, and other foreign languages, and as consistent advocates of the importance of foreign language study as an essential part of the American educational program; now, therefore be it

*Resolved*, that the Association of Modern Language Teachers of the Middle States hereby extends its felicitations to the Federation and to the *Modern Language Journal*; expresses its appreciation of the patriotic services of all those, living or dead, who have contributed to the progress of the National Federation of Modern Language Teachers and the *Modern Language Journal*; and pledges anew its support to the basic ideals of foreign language teaching, to the unity of all foreign languages, and to any program looking toward the provision of adequate foreign language instruction for every American boy or girl capable of profiting by such instruction.

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## • Notes and News •

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### NATIONAL EDUCATION ASSOCIATION PUBLISHES LEAFLET ON MODERN LANGUAGES

THE National Education Association has just published Personal Growth Leaflet Number 117 entitled *Foreign Languages in School and Life* (14 pages) from the pen of Edwin H. Zeydel. Copies may be obtained at the price of one cent per leaflet (in orders of at least 25) from the National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C., or from the Business Manager of the *Modern Language Journal*, Mr. F. F. DiBartolo.

### JOURNAL ARTICLE ABSTRACTED

IN THE October issue of *The Clearing House* (p. 102) the article of Miss Vera L. Peacock, "The French Teacher is Lonely," is briefly abstracted from our February, 1940, number.

### PROFESSOR RUSSO'S QUIZ ON ITALIAN CIVILIZATION

THIS Quiz, which appeared in the January, 1940, issue of the *Journal*, can now be procured from him at Miami University, Oxford, Ohio, in mimeographed form at five cents per copy.

### ADDENDA TO DOCTOR'S DEGREES

UNIVERSITY OF WASHINGTON, Seattle: Kendrick, Golda Nelson. "A Study of the French *Chansons Populaires* in the Rolland Collection including Thematic Comparison with the Poetry of the Trouvères." 1939.

### NEW CLASSES IN ITALIAN

MR. DONALD H. SCOTT of Long Beach Junior College, Long Beach, California, reports that Italian is now being offered for the first time in that institution. Mr. Scott is the instructor.

Professor Arnold Reichenberger of Capital University, Columbus, Ohio, is similarly teaching Italian in its first offering in that institution.

### NATIONAL COMMISSION ON COOPERATIVE CURRICULUM PLANNING

ANOTHER national organization, the American Library Association, has now affiliated with the *National Commission on Cooperative Curriculum Planning*, according to an announcement by the Commission chairman, John J. DeBoer. Representing the A.L.A. at the meetings of the Commission is Miss Mildred L. Batchelder, executive secretary of the Association. Miss Elizabeth L. Scripture, director of school libraries in Denver, is chairman of the committee preparing the Association's section of the Commission's first report.

The National Commission consists of delegates from twenty national organizations representing teachers in nearly all the special subject fields. In most cases the delegates are officers of their organizations or chairmen of important committees.

Representing the National Federation of Modern Language Teachers is a past President, Miss Lilly Lindquist, of Wayne University, Detroit.

Noteworthy in the chapters already prepared for inclusion in the first published report of the Commission is the emphasis upon the social and personal needs of youth. The modern foreign language report, for example, emphasizes the necessity of studying the cultural development of foreign nations and the rich cultural resources of the nationality groups in our own communities. In this respect the modern foreign language teacher contributes to the adolescent's growth in fundamental attitudes and understandings of citizenship. The journalism report likewise gives emphasis to such basic social problems as the control and methods of

modern means of communication and the analysis of propaganda. The chapter on the school library describes a program for the utilization of school resources in answering youth's questions about himself and society, and in broadening his reading interests. The home economics report, in its study of the problems of family living, enters many of the conventional areas of the secondary school curriculum, not the least of these the area of the social studies. Similar emphases are found in other reports, ready and in preparation.

It is hoped that the simultaneous preparation of these reports will make it possible to identify those areas in which greater unity of effort is possible, as well as those calling for more specialized skills in the professional education of teachers. The report will be published early in 1941.

### SPANISH-AMERICAN HISTORY

THANKS to the initiative of Miss Florence C. Painter, teacher of Spanish in Senior High School, Springfield, Missouri, a course in Spanish-American history has been introduced in her school. Instead of the regular course in Social Civics, seniors may now take a combination of this course and one semester of Spanish-American history. Most of those taking the new course have had Spanish. No single text is used, but material is culled from a large number of books.

### SARABIA MEMORIAL LIBRARY

THE FORMAL dedication of the Sarabia Memorial Library of Latin American History and Literature was held at the New Mexico State College on October 13. This library has been established to honor the memory of the late famous Mexican aviator, Francisco Sarabia, who was a student at the college from 1916 to 1918 and who lost his life in Washington, D. C. a few years ago when his plane plunged into the Potomac while he was on a good will trip to this country.

This library, up to the present, is composed mainly of books contributed by the governments, various organizations, and individuals of the Latin American countries and the United States. It is planned to make it one of the best of its kind in existence. Donations of books or funds to help build up this worth while project are greatly welcomed and appreciated.

### PROFESSOR AND STUDENT EXCHANGES BETWEEN THE UNITED STATES AND NINE AMERICAN REPUBLICS

UNDER the terms of the Convention for the Promotion of Inter-American Cultural Relations the United States has now arranged exchanges of students and professors with nine of the American republics. Ten graduate students from the other American republics have been selected for study in the United States and four additional students will soon be chosen. Eight graduate students and three professors from the United States have been invited to study and teach in other American countries. These arrangements have been made between the United States and the Governments of Chile, Costa Rica, the Dominican Republic, Guatemala, Haiti, Nicaragua, Panama, Paraguay and Venezuela. In addition the United States has been informed that the Governments of Brazil and Peru will undertake similar arrangements in the near future. Plans for these exchanges have been worked out jointly by the Department of State and the Office of Education of the Federal Security Agency.

The American graduate students include Miss Dorothy Field of Phillips, Maine and Miss Esther Matthews of Denver, Colorado, who have gone to Chile; Miss Edith Alida Bronson of Evanston, Illinois, who goes to Costa Rica; Mr. Charles Christian Hauch of Chicago, Illinois and Mr. Joseph John Montllor of New York, New York, who go to the Dominican Republic (Mr. Montllor has sailed for Ciudad Trujillo); Mr. James S. Triolo, Jr., of Alameda, California, who goes to Panama, and Dr. George William Luttermoser of Detroit, Michigan, who has gone to Venezuela. In addition the Government of Costa Rica has selected a second graduate student, Mr. Don H. Walther. Mr. Walther is a teaching fellow at the University of North Carolina and proposes for his research project to make a study of the life and works of the historian, Ricardo Fernández-Guardia.

The three American professors selected are Dr. Charles C. Griffin of Vassar College, whose appointment was announced on August 19 and who sailed for Venezuela on September 6, 1940; Dr. John Ashton of the Agricultural and Mechanical College of Texas, College Station, Texas, who sailed for Nicaragua on September 28, 1940 and Dr. Carroll William Dodge of Washington University, St. Louis, Missouri, who is expected to leave for Guatemala within a few months.

John Ashton, Ph.D., Associate Professor of Agricultural Journalism at the Agricultural and Mechanical College of Texas, has been selected by the Government of Nicaragua as exchange professor. He received the degree of Bachelor of Science from the Agricultural and Mechanical College of Texas and the degree of Master of Arts and Doctor of Philosophy from the University of Missouri. Dr. Ashton is the author or co-author of several books dealing with the history of farm animals, as well as of several historical treatises. He has also contributed many articles to various agricultural journals, based on travel and research in the rural communities of the United States and Europe. While in Nicaragua Dr. Ashton will lecture in agricultural history and agricultural journalism.

Carroll William Dodge, Ph.D., Professor of Botany at Washington University, St. Louis, Missouri, has been selected by the Government of Guatemala as exchange professor. Professor Dodge was born in Danby, Vermont, was awarded his Bachelor of Arts degree by Middlebury College in 1915, and in 1918 received the degree of Doctor of Philosophy from Washington University. From 1919 to 1921 he was an instructor and assistant professor at Brown University; from 1921 to 1931 he was instructor and assistant professor at Harvard University, and since 1931 he has been professor of botany at Washington University. He is the co-author of *Comparative Morphology of Fungi* and the author of *Medical Mycology*. While in Guatemala Professor Dodge will give technical lectures on mycology, plant pathology, and lichens, and popular lectures on botany and education in the United States, and will conduct research on the lichens and certain groups of fungi of the country as well as on local plant diseases.

In addition the Governments of Chile, Costa Rica, the Dominican Republic and Peru have indicated their desire to receive a professor from the United States and negotiations are now in process.

Arrangements have been made for students to come to the United States from Chile, the Dominican Republic, Panama and Paraguay. The students from Chile as already announced are Señor Jorge del Canto Schram of Santiago, Señora María Marchant de González Vera of Santiago, Señor Carlos E. Salazar Justiniano of Santiago, Señor Leopoldo Seguel Fuentes of Yungay (Ñuble). In addition fellowships have been awarded to two Dominican students, Oscar Rafael Batlle-Morel and Américo Alejandro Martínez y Martínez. Señor Martínez will carry out studies in construction with reinforced concrete and in the resistance of materials. Señor Batlle-Morel will carry on medical studies, specializing in eye, ear, nose and throat.

The two Panamanian students who have received fellowships are Señor César Augusto Quintero C. and Señor Diego Manuel Domínguez-Caballero. Señor Quintero recently obtained his degree in law and political science from the National University of Panama and plans to continue his studies of international law under the fellowship. Señor Domínguez was graduated with honors in philosophy and letters from the National University of Panama in 1939, and has been active in student affairs. He will take a specialized course in American history under his fellowship.

Fellowships have also been awarded by the Government of the United States to two Paraguayan students, Julio C. Chenú-Bordon and Juan Guillermo Peroni. Doctor Chenú-Bordon is pediatrician at the Anti-Tuberculosis Dispensary of Asunción and Associate Professor of Pediatrics of the Faculty of Medicine at Asunción. He is a member of several Paraguayan medical societies and the author of a number of articles in his field of interest. He plans to pursue special studies in pediatrics, puericulture, and child nutrition at the University of Chicago. Señor Peroni holds the degree of law and social sciences and is at present professor of commercial law in the National School of Asunción. He plans to pursue studies in finance and political law in this country.



Moreover, the Governments of Costa Rica and Haiti have submitted panels of graduate students which are now under consideration by the United States. Two additional governments, those of Brazil and of Peru, have signified their intention of soon initiating arrangements for exchanges.

The present status of exchanges under the Convention for the Promotion of Inter-American Cultural Relations is therefore as follows:

The Government of *Brazil* has officially notified this Government of its intention to inaugurate exchanges in the near future.

The Government of *Chile* has awarded fellowships to two American students and the Government of the United States has awarded fellowships to four Chilean students. Chile is also negotiating for an American professor.

The Government of *Costa Rica* has awarded fellowships to two American students and the Government of the United States will shortly award two fellowships to Costa Rican students. Costa Rica is also negotiating for an American professor.

The Government of the *Dominican Republic* has awarded fellowships to two American students and the Government of the United States has awarded fellowships to two Dominican students. The Dominican Government is also negotiating for an American professor.

The Government of *Guatemala* has selected an American professor.

The Republic of *Haiti* has submitted a panel of students for consideration by the United States.

The Government of *Nicaragua* has selected an American professor and negotiations are in process for the exchange of students.

The Government of *Panama* has awarded a fellowship to an American student and the Government of the United States has awarded fellowships to two Panamanian students.

Fellowships have been awarded by the United States to two students from the Republic of *Paraguay*.

The Government of *Peru* has notified the United States that it will shortly initiate exchange arrangements.

The Government of *Venezuela* has selected an American professor, who is now in Venezuela, and has awarded a fellowship to an American student.

The Buenos Aires Convention was signed by each of twenty-one American Republics at the Inter-American Conference for the Maintenance of Peace held in Buenos Aires in 1936 and has been ratified by thirteen countries. The exchange program is directed toward the development of a more realistic understanding between the peoples of the Western Hemisphere. Emphasizing the essential reciprocity of cultural relations, the exchanges are designed to make available to the people of the other American republics a more accurate knowledge of the progress of science, the humanities, the technology and the artistic achievements of the United States. In receiving the visiting professors, teachers and graduate students from those nations the program affords a similar diffusion in this country of the intellectual attainments of their people.

The expenses involved in the exchange program are shared by the participating governments. The nominating governments will pay the round trip travel costs of students together with other incidental expenses. The receiving government will pay tuition, subsidiary expenses and board and lodging at the institutions in which the visiting students are enrolled.

The Department of State has been assisted in choosing the panels of students and professors by a Committee on Exchange Fellowships and Professorships. This Committee, in collaboration with the Department and with the United States Office of Education Federal Security Agency, drew up the standards and application forms for fellowships and professorships under the Convention. The minimum requirements were designed to assure the twofold purpose of making available to the qualified student in this country opportunity to pursue advanced study in the other American republics and to afford opportunity for applications from all sections of the United States.



## NEW IMPETUS TO SOUTH AMERICAN TRAVEL

AN IMPORTANT step forward in increasing trade and travel between North and South America was inaugurated by Pan American Airways System October 2, when a special series of Strato-Clipper cruises was instituted to Rio de Janeiro, at a saving of 32 per cent over regular round trip fares and usual travel expense.

Passengers, leaving Miami in new four-engined Strato-Clippers, will arrive in Rio in only 2 days, 7 hours, a full 48 hours faster than previous flying time.

The new inaugural rates, which were announced by Pan American today, are the lowest in the history of South American air travel.

Regular round trip rates, Miami to Rio, are now \$810. Effective October 2 to December 31, the company will offer a special series of three-times-weekly Strato-Clipper cruises, at all-inclusive prices of \$650 for an 11 day cruise; \$750 for 18 days; and \$795 for 25 days. These rates include everything, the company announced, from round trip fares between Miami and Rio, to meals, hotels, sight-seeing, private car and English-speaking guide in Rio.

## "AMERICAN JUNIOR COLLEGES"

THE phenomenal rise of the junior college movement was signalized in September by appearance of *American Junior Colleges*, first edition, a comprehensive handbook of 595 pages published by the American Council on Education, with the cooperation of the American Association of Junior Colleges and the aid of the Carnegie Corporation. Dr. Walter C. Eells, executive secretary of the American Association of Junior Colleges, is the editor.

*American Junior Colleges* is a companion volume to the American Council's *American Universities and Colleges*. Part I contains a concise history of the junior college movement, analysis of its present status, statistical summaries covering 575 institutions, and a discussion of accreditation. The 80 pages on accreditation include the detailed standards and practices of each national, regional and state accrediting agency, with lists of the junior colleges approved by each.

Detailed reports on 494 accredited junior colleges are given in Part II, comprising 364 pages. The information was carefully assembled from the institutions themselves, and rechecked in proof. It covers such topics as finances, grounds and buildings, admission requirements, departments, staffs, enrollment, degrees, fees, scholarships, and administrative officers.

Thirty-three pages tabulate curricula offered by junior colleges, showing courses parallel to college and university freshman-sophomore work and also the extent of offerings in semi-skilled, technical, semiprofessional, and general terminal curricula. There are also classifications of junior colleges under various categories. Indexing is thorough.

## AMERICAN ASSOCIATION OF JUNIOR COLLEGES

THE TWENTY-FIRST annual meeting of the American Association of Junior Colleges will be held at the Stevens Hotel, Chicago, Feb. 27 to March 1, 1941, according to announcement by Walter C. Eells of Washington, D. C., secretary of the association.

Two topics will predominate in the program. One will be terminal education—that is, what courses should the junior college offer for the student who will have only two years of college? The other will be the place of the junior college in education for the national defense.

Dean William H. Conley of Wright Junior College, Chicago, has been appointed chairman of the committee on local arrangements. The Illinois Association of Junior Colleges, of which Dean Conley is president, has appointed special committees and is making plans for the largest convention ever held.

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## Reviews

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PARKER, CLIFFORD S., *French Practice Book*. New York: D. C. Heath and Company, 1940.

This book consists of rules and exercises for intermediate French in high schools, junior colleges and colleges. The author tells us in the preface that his book does not pretend to be a complete review grammar or reference book. Rules which, in his opinion, should be mastered by second and third year students have been included and the simple, most elementary rules have been excluded.

The *French Practice Book* departs from the usual type in the manner of its presentation of the many rules treated. There is no chapter division but one by rules instead. This plan has been adopted in order to make more allowance for individual differences among students and classes. A rule is stated, usually quite clearly, and notes are used for necessary explanations and interpretations. Each rule is followed by exercises of various kinds and of sufficient length to give much practice in the application of each rule. At the end of about every fifteen rules there is a review of the whole material contained therein. These reviews are well worked out following the modern trend of the objective test. The appendix contains the usual summaries and tables of pronouns and verbs. The French-English and English-French vocabularies seem complete and adequate.

This reviewer does not know what plan the author had in mind in organizing his material. There seems to be none apparent. One may wonder why the subjunctive should be introduced in Rule 50 and the common time of day expressions not until Rule 97. There are but one hundred rules in the book. The index would be much more useful if it were more complete and if references were to pages rather than to rules. Taken as a whole, however, this practice book seems to be basically sound and worthy of a place beside other practice and review books.

BURL BEAM

Ottawa High School,  
Ottawa, Kansas

SCHUTZ, ALEXANDER H., *Nos Amis*. New York: Farrar and Rinehart, Inc., 1940. Price, \$1.50.

Excellent photographic illustrations and clever typography make this text for use in the second semester of the second year course in college French an unusually attractive little book.

Modestly conceived, its twenty-four brief sketches, arranged under four main headings, are evidently intended, with the aid of appropriate exercises, to serve a two-fold purpose. First, by introducing the elementary student to a selected range of what we used to know as French types and institutions, and familiarizing him to some degree with the manners, customs and atmosphere of the milieux with which he might presumably find himself in actual contact, and which he would certainly encounter in his reading, this book serves to establish a basis for the development of a sympathetic understanding of the people whose language he is studying. Second, by presenting this material interestingly in good French upon which are based question and answer exercises, drills in interpretation, and suggested topics for composition, it would urge the student toward a continuously expanding use of the language for expression. The inclusion of short grammar, verb and pronunciation exercises furnishes some practice in the use of the techniques that must be mastered for this purpose, and vocabulary expansion is aided by synonym lists at the end of each lesson. A French-English vocabulary has been added to cover words not included in the I a and I b groups of the Thorp list, or not considered as properly familiar to students at this level.

On the whole, one may say that the dual purpose of Professor Schutz's book is well served by the choice and handling of the material of the sketches, and by the devices already described. A few errors, for the most part typographical, have survived proofreading. Thus, on page 36, in the seventh sentence of the grammar exercise, *est* is omitted; on page 42 *éblouissement* appears for *éblouissement* (is this adverb usual?); on page 66, in the second series of questions, the noun *emplacement* seems not to convey the sense intended; and on page 111 occurs the English solecism, "... such elements ... *that* ..."

AARON MACCOON

Englewood, New Jersey

SANDEAU, JULES, *La Maison de Penarvan*. Edited by Henry E. Haxo. New York: Farrar and Rinehart, 1940. Cloth. Fourteen illustrations. Price, \$1.25.

Here is a text for those who are tired of teaching the same thing year after year, for this entertaining novel has never before been presented for class use. It is a story dealing with France during and after the Revolution of 1789 and gives the student a good idea of the difference between the then old and new régimes. The discussion of conflicting social and political theories has considerable opportuneness today. An excellent picture of Breton life is also afforded.

The style is simple and the story has sufficient incident to hold the interest of students. The romantic element is present, but not to the point of sentimentality, and the happy ending will doubtless please youthful readers and does not detract from the worth of the story. The illustrations are excellent contemporary photographs of various scenes in Brittany and will help the reader to visualize the eighteenth and early nineteenth century setting of the novel.

In regard to the way the original text has been handled for adaptation, the preface may be quoted: "The text of the original French edition has been preserved except for the following minor changes: some of the longer paragraphs have been broken up, a few descriptive passages have been shortened or omitted, and a small number of unusual words have been replaced by their more readily recognized synonyms. . . . In general, idiomatic expressions have been left intact."

A very valuable feature of the book is the presence of the notes at the foot of the page in the body of the text. Since most students rarely take the trouble to consult notes in the back of a book, this insures constant use of the notes. They are confined mostly to the explanation of proper and geographical names. A few idioms requiring special explanation have been included in the notes, but some of these might well have been relegated to the vocabulary.

The number of words found in the text is 3115. Of these about one half are found in the first two thousand of the Vander Beke *French Word Book*. Of the others, a great many are cognates. The work is quite suitable for use in second year college classes.

Not the least valuable part of this text is its excellent vocabulary. This is the most neglected portion of the majority of works put into the hands of students, for editors seem to feel that their work is done when the text is accurately reproduced. They then copy some definitions from a dictionary, which may or may not have anything to do with the way words are used in the text, and frequently give meanings in terms not found in the wretchedly small vocabulary of the average student. In this vocabulary the editor has for the most part given meanings suitable to the usage in the text, the more common meanings being listed first and almost always the definition is composed of simple terms of everyday use. Most cognates have been omitted, except those which the editor felt that students might not easily recognize. In these cases both the English cognate and another word have been given. There are, however, a number of cognates, such as *cannonade*, *chapelain*, *commun*, and others, which are translated only by their English cognates and which could have been omitted. Idioms are handled in competent fashion, only a few having been omitted, as for example, *pensa* on

page 8, which obviously means *almost*, and for which no help is given in the vocabulary. I have noticed a very few examples of slightly inaccurate meaning, but in the main the vocabulary is infinitely superior to that found in most reading texts.

The introduction is divided into two parts. The first gives a biographical sketch of the author and the second an historical account of the background. I doubt that most teachers ever make use of this part of a reading text of second year level any more than they do of the exercises, both of which are probably put in at the request of the publishers. The editor may again be permitted to speak for himself, in regard to the exercises: "Two types of exercises have been provided: a series of true and false statements based on the text and designed for those who are interested mainly in developing comprehension of the material read; and, for those who plan to study the text more thoroughly, a diversity of exercises intended to develop a more extensive vocabulary and a functional knowledge of grammar, idiomatic expressions, and verb forms." The book is divided into twelve chapters, and there is a set of exercises for each chapter.

The *Maison de Penarvan* can be recommended most heartily as fresh material, well presented in a very attractive form.

WILLIAM R. QUINN

Duke University,  
Durham, North Carolina

FOURÉ, HÉLÈNE and ROBERT, *Souvenirs Français en Amérique*, New York: Ginn and Company. Cloth. Price, \$1.60.

The subject of this elementary "cultural reader" appears especially appropriate at a time when Franco-American relations are subject to such swift changes in the popular mind. The enormous debt of the United States to the French explorers, missionaries and colonists of the sixteenth, seventeenth and eighteenth centuries is made apparent not only from the standpoint of political and military history, but also from that of cultural and artistic heritages still manifest in the architecture, customs and speech of many American regions. The most important topics discussed by Hélène and Robert Fouré are, chronologically, the voyages of Cartier and Champlain, early colonial foundations, Père Marquette, La Salle, the departure of the Acadians to Louisiana, French New Orleans, the Huguenots, the architecture of L'Enfant, Lafayette, Gallipolis and the Ohio valley, Azilium, and Audubon. A number of excellent photographs, maps, and other reproductions appear throughout the book, although there is no list of illustrations to guide the student who may seek to refer to them again. The French style is straightforward and authentically French, if somewhat on the flat, dull side of most uninspired text-book writing. Some question exists in the mind of the reviewer as to the advisability of having such a vast quantity of somewhat similar material recounted in detail for students who will presumably be already a bit hard-pressed to handle the actual translation of the book. Only a trial in class will show how much of the material can be retained and how much forgotten, and obviously some experimentation will be required before the teacher will know just how much emphasis must be placed on purely language considerations, and how much retention of subject-matter may be expected. The only important omission apparent to the reviewer is some account of French as it is still spoken in North America, a matter which, simply and interestingly treated, would surely appeal to any pupil capable of reading attentively the Fouré text.

Physically, *Souvenirs français en Amérique* has one obvious and even hideous defect: the picture on the cover. It represents a French colonial holding a gun and standing upright in the bow of a canoe, while an Indian brave beside him points across the water to a pseudo-futuristic mirage of skyscrapers, domes and pinnacles rising from the mist. The colors are sepia on blue. The total effect is somewhat worse than the covers of the cheap adventure-books of one's boyhood, and the drawing itself can scarcely be described by any other term than corny. As symbolism it is still more objectionable.

The Exercises which follow the text are conceived along very simple lines; each chapter is provided with about ten questions in French, several suggested subjects for composition in French (relating to the material covered), and finally a bibliography of books in both French and English for students who desire to do further historical research. When one reads the ambitious bibliographies of school texts, one cannot help wondering where, under the sun, exists that Ideal Class which text-book authors must have in mind as they diligently outline the direction to be taken by so much industry and effort. Surely if our educational attempts sometimes fail, the fault lies not in our texts but in ourselves—or, as one is forced now and then to conclude, in our students.

The reviewer, then, recommends *Souvenirs français en Amérique* as a first-rate cultural reader. He also openly calls upon Ginn and Co., should it publish another edition, to scrap the present cover.

BRUCE A. MORRISSETTE

Washington University,  
St. Louis, Missouri

HOHLFELD, A. R., JOOS, MARTIN, TWADDELL, W. F., *Wortindex zu Goethes Faust*. Madison: Department of German, The University of Wisconsin, 1940. Price, \$3.00.

This 175-page work, for which all lovers of Goethe's *Faust* have been waiting for several years, is unique in the sense that, by merely listing the separate vocables of Goethe's masterpiece, with the lines in which they occur, it opens a whole vista of new questions and interesting potentialities with regard to the play. Among these are the discovery that no existing edition is quite consistent textually, new light through the juxtaposition of the various meanings of separate words, the vast difference between the word-usage of Part I and that of Part II, and the opportunities for studying Goethe's language grammatically, metrically and stylistically. The full picture of the usage of the commonest words, like the articles, could not be given; anyone interested, however, is referred to the authors, who have preserved all the data. There are two prefaces, one of a general nature, the other offering mechanical information concerning the physical aspects of the index-technique.

An index of this kind must be used for at least a year before it can be intelligently criticized. We therefore beg our readers to consider this merely a notice of appearance and not a review. At the same time we congratulate the authors for having completed a task which must have presented many vexing problems.

EDWIN H. ZEYDEL

THOMAS, R. HINTON, *The Classical Ideal in German Literature, 1755-1805*. An Introduction and an Anthology. Cambridge: Bowes and Bowes, 1939. Price, 5/- net.

This handy little volume of 125 pages offers the most practical introduction to German literary classicism ever attempted. In an introduction, eight chapters and two appendices it presents documents illustrating the theory of the movement. Kant, Frederick the Great, Winckelmann, Schiller, Herder, Hölderlin, Wilhelm von Humboldt, Goethe, Lessing, Wieland and Moritz are cited. Each chapter has a full foreword and copious notes. Various aspects of the subject, such as Greek influence, the influence of Lessing's *Laokoon*, humanitarianism, art, drama and history are treated. No one teaching an introductory course on the classical age of German literature should overlook this valuable source-book. It will serve to enliven theoretical discussion because it describes the movement in the very words of its founders, and it will supplement such a treatise as Willoughby's admirably.

EDWIN H. ZEYDEL



KRAMER, PRISCILLA M., *The Cyclical Method of Composition in Gottfried Keller's Sinngedicht*. New York: New York University (Ottendorfer Memorial Series of Germanic Monographs, no. 26), 1939. Paper.

The author regards the "Sinngedicht" as the culmination of Keller's narrative art, and makes a distinction between it as a true cycle, "a course of operations returning into itself," and "pseudo-cycles" such as the *Leute von Seldwyla* and the *Züricher Novellen*, which are "juxtapositions of independent entities within a container." She divides her study into three sections, the cyclical method of narration, the cyclical method of handling motifs, and the cyclical method of verbal expression. In the first section she discusses the three sets of problems which follow the entire course of the cycle, the circle of marriage, the circle of problems connected with nature and culture, and the circle of personality, and shows how these problems are exemplified, interwoven, and developed in the subordinate stories, but reach their solution only in the main narrative of Reinhart and Lucie, who, having themselves undergone a formative process during their exchange of views, are now ready for a successful marriage, the union of two complete, but harmonious personalities. The treatment of the circles of marriage and personality is handled with intelligence and understanding. The discussion of the problems of nature and culture is not as full and consists chiefly of a modification of the importance which Ermatinger assigns, in his interpretation of the cycle, to the relationship between nature and morality. The second section discusses the development of the four principal motifs, the blush and the laugh, representing the sensuous and the spiritual elements of the human personality, the kiss, as the symbol of union, and the use of light, or its opposite, to reveal radiant or sinister qualities of the characters. The three motifs derived from Logau's epigram are most closely related to the circle of marriage; the light motif is connected with the circle of personality. The last section deals with a cyclical treatment of words or phrases, similar, on a smaller scale, to the cyclical treatment of motifs, and shows how Keller develops the significance of such figures in one of three ways, by recurrence, variation, or amplification. Thus the author demonstrates that Keller welded this group of stories into a cyclic unit, not merely through the development of a central idea, but also through the constant recurrence and expansion of significant motifs, words, and phrases.

This book represents more than an analysis of the composition of the "Sinngedicht." The last section, in particular, dealing with Keller's treatment of individual words and phrases, is a valuable introduction to Keller's style, for the recurrence of significant words and phrases is a general characteristic of his prose technique and is not limited to his cycles. Indeed, it seems questionable whether the treatment of such figures as are used only within the boundaries of one of the stories and do not serve as links in the unification of the group, should necessarily be called cyclical, whether it is not rather the artistic use of repetition, which is common to all the arts.

Although the author's style is pleasingly clear and simple, the frequent use of German words and phrases is jarring to the ear. In many cases, particularly in the quotation of important motifs, the German is essential for a complete understanding of the exposition, but in many others an English translation would have served as well and would have made the reading smoother. There is no consistency in the use of translation or of the original. A typical example is to be found in the discussion of Don Correa's character: "At the moment of the greatest danger, when he is imprisoned in the burning castle, kehrte endlich die ruhige und klare Besonnenheit des tatkundigen Mannes wieder bei ihm ein . . . He contrives to escape, and, even when rowing out to his warships, while the shock of it all is hardly over, he experiences a sense of liberation which 'lightens up his dark humor'." (p. 98)

Studies on cyclical form are rare, and this careful, detailed investigation is a real contribution to the appreciation of an author who, both in his prose and in his poetry, displayed a "cyclical habit of mind."

HELEN M. MUSTARD

Randolph-Macon College,  
Lynchburg, Virginia



KLEMM, FREDERICK ALVIN, *The Death Problem in the Life and Works of Gerhart Hauptmann*. Philadelphia, 1939.

The phenomenon of death forms an integral part of Gerhart Hauptmann's philosophy. Despite the vast number of critical works relating to him, none deals specifically with the death problem which, as Dr. Klemm points out, enters into approximately eighty per cent of Hauptmann's writings.

This book has three main divisions, an introduction, a biographical survey and a consideration of the death problem. In the introduction the author briefly and adequately summarizes the attitude toward death in German literature before Hauptmann, showing how profoundly the problem has been influenced "by the four pillars on which present German civilization is based, namely, Nordic paganism, classical antiquity, Christianity, and the more recent philosophical and scientific thought." The section devoted to the death problem in Hauptmann's life gives a factual account, which is to all intents a condensed biography. For the heading of this chapter Dr. Klemm quotes an aphorism by Hauptmann: "Leben heisst auch sterben: das bedenken die wenigsten." In other words, since life and death are indissolubly linked with each other, they must be viewed as the two extremes of the same phenomenon. The author brings out clearly how Hauptmann's uncertainty and indecision in his earlier years gave way to the "Rinascimento des vierten Jahrzehnts," to a "harmony of life and death which is almost classical."

Hauptmann's words, "Mich beschäftigt nicht nur die Sache der Lebendigen, sondern auch die der Toten," introducing the section on the death problem in Hauptmann's works, reiterate the fact that death must be included in every philosophy of life. Here the author points out Hauptmann's conscious preoccupation with a subject of primary importance to every individual. The thesis set forth in this work would appear to be death as the common redemption of all men. Yet in attempting to include every occurrence of death in these works, Dr. Klemm does not always sufficiently analyze the philosophical basis set forth in his introduction. As a result, he does not exhaust the possibilities of the investigation, which would require more emphasis on death as a part of the individual's earthly course rather than on the causes of death.

Nevertheless, the author presents some significant conclusions. Hauptmann finds little appeal in the external phases of death. Most deaths can be attributed to social causes. If life is disappointing, then death offers a hope of deliverance and redemption. Death has a spiritual value which raises it above the level of materialistic concepts. Though death prepares the way for a new existence, Hauptmann does not presume to answer the question of the hereafter. Finally, Hauptmann approaches the death problem from the "Christian belief of redemption through spiritual elevation" (the romantic Hauptmann), and from the "pantheistic-pagan belief of harmony through union with the cosmos" (the classical Hauptmann).

An excellent bibliography, especially the section referring to the death problem in general, adds to the value of the monograph. It represents a thorough piece of scholarship that may well serve as the point of departure for further study of a subject so significant in Gerhart Hauptmann's philosophy.

WALTER J. MUELLER

Cornell University,  
Ithaca, New York

CIOFFARI, V. and VAN HORNE, J., *Raccontini*. Boston: D. C. Heath and Company, 1940. Price, \$0.28.

Simple books for language beginners are difficult undertakings indeed. In this booklet, the authors have attempted to present a delightful collection of thirty-three anecdotes which can be read with comprehension by beginners in language work. The reading offered is graduated in difficulty, not only suitably easy in style, but expressed in good Italian with a vocabulary that may be considered chiefly of the practical, everyday type, above all appealing to the student.

Never before have been represented in a Beginner's Italian Reader of this size and dimension, such great literary and artistic figures about whom several stories are related, not because they are necessarily true, but because they have been repeatedly told. These humorous, informational and cultural anecdotes usually stress the human element, whereby they yield a rich harvest of enjoyment and inspiration in the harmony and rhythm of the language.

Notes are conveniently placed at the bottom of each page to facilitate reading. Accompanying each story, there are exercises, varied and stimulating, which can be used for awakening animated conversation or possibly for purposes of aural comprehension. Moreover, it is an ideal possession to have at hand whenever the classroom may become lackadaisical.

With this booklet, attractive in print and in price, the authors have not failed to continue that same simplicity, clarity and gracefulness found in *Amici di Scuola* the first number of the series.

LORETTA R. BELMONT

*Westerly High School,  
Westerly, Rhode Island*

**SALVATORELLI, LUIGI, *A Concise History of Italy From Prehistoric Times to Our Own Day*. Translated by Bernard Miall. New York: Oxford University Press, 1940. Cloth. Price, \$5.00.**

Professor Salvatorelli has accomplished an excellent piece of organization in putting into one volume, in a remarkably well-balanced manner, the history of Italy beginning with its geological formation and ending with the final crowning of the totalitarian state, or, as the jacket describes it, "from the cave-dweller to the modern Fascist." The twenty chapters are subdivided into sections bearing significant titles, and thus the book is adapted for reference for those seeking an outline of any period.

The merit of such a work depends not primarily on how much is included between the covers, but on how the material is balanced and proportioned, and here the author has achieved outstanding success. To trace the history of Italy, so lacking in unity, it is necessary to shift from region to region, and the writer's most difficult task is to present the information in such a way that the reader will not flounder hopelessly in a welter of facts. This success Professor Salvatorelli has achieved by skillfully pointing the direction in telling phrases, by a clearness of expression always on guard for the proper emphases, and by an accurate, direct pronouncement in evaluation and criticism; but it derives first of all from the mind of the historian, who sees things in perspective and is at pains to bring out essentials.

The book is comprehensive in that it includes necessary information in relation to geography, geology, archaeology, ethnography; the cultural and scientific activities of every age are a part of its history; economic organization is described; the development of institutions explained; even helpful indications about word derivations are given parenthetically. In spite of the necessity for condensation, the historian does not hesitate to devote space to European movements in their general aspects (the Enlightenment, Romanticism) in order to make clear their purely Italian application, and the relation between Italian culture and life to that of Europe as a whole is well treated, both when the current flowed out of Italy and into it.

That the approach is truly historical is evident throughout. At times the author corrects common misconceptions accepted through frequent repetition. For example, (p. 356) "The Renaissance, and in particular Humanism, are often represented as irreligious; but this is not correct; nor does the distinction between a pagan Humanism and a Christian Humanism correspond with reality." And again, (p. 337) "The forty years which elapsed between the peace of Lodi (1454) and the advent of Charles VIII (1494) have always been regarded as a period of stability and peace. . . . The reality, if we consider it closely, is rather different."

The style is restrained, and above all objective. Very pleasantly absent is that sense of possession and partisanship which permeates too much of Italian writing and teaching today, a

quality offensive to real scholarship whose interest in Italy needs no bolstering by current ideologies.

RUTH E. YOUNG

Smith College,  
Northampton, Massachusetts

CASTILLO, CARLOS, and SPARKMAN, COLLEY F., *España en América. Segundas Lecturas*. Revised edition. Boston: D. C. Heath and Company, 1940. Cloth. Price, \$1.20.

This latest addition to the Heath-Chicago Spanish Series is timely in its content. In line with the present emphasis on Spanish America in schools and colleges of the United States, this text provides readable material on the high-lights of the Colonial and Revolutionary history of the countries to the South.

Together with important facts about outstanding persons and events are interesting stories that add a lighter touch. Among these tales is that of supposedly gold-clad Indians who turned out to be merely coated with mica over a grease foundation for the purpose of warding off mosquitoes. Another fascinating story relates the loyalty of a captive Indian maiden to one of Cortes' men in Mexico.

This reader is designed to furnish a transition text between simplified readers and standard Spanish. Each of the twenty chapters is made up of three pages of well-written reading material, enlivened with an illustration. Proper nouns and idioms that might give difficulty are explained in the footnotes of the pages, as well as in the Vocabulary at the end of the text. The idioms may be reviewed in sentences to be translated into Spanish that accompany each lesson. The teaching of the text is facilitated by the provision of ten to twenty questions for each chapter.

ESTHER J. CROOKS

Goucher College,  
Baltimore, Maryland

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## • Books Received •

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### MISCELLANEOUS

- Eaton, Helen S., *Semantic Frequency List for English, French, German and Spanish*. Issued by the Committee on Modern Languages of the American Council on Education. Chicago: The University of Chicago Press, 1940. Price, \$5.00.
- Fries, Charles C., *What Is Good English?* Ann Arbor, Mich.: C. C. Fries, 1940.
- Irving, William Henry, *John Gay, Favorite of the Wits*. Durham, N. C.: Duke University Press, 1940. Price, \$3.50.
- Neff, Emery, *A Revolution in European Poetry, 1660-1900*. New York: Columbia University Press, 1940. Price, \$3.00.
- 1000 and One. The Blue Book of Non-Theatrical Films*. Sixteenth Annual Edition. Chicago: The Educational Screen, 1940-41. Price, 75 cents.

### FRENCH

- Greenberg, Jacob, and Brodin, Pierre, *Le Français et la France. Deuxième Cours*. New York, Chicago: Charles E. Merrill Company, 1940. Price, \$1.76.
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- Closs, A., and Mainland, W. F., *German Lyrics of the Seventeenth Century. A Miscellany*. London: Gerald Duckworth and Company, Ltd., 1940. Price, 6 s. net.
- Klarman, Adolf D., and Gorr, Adolf C., *German Readings and Composition Based on the History of German Civilization*. New York, London: Harper and Brothers, 1940. Price, \$1.50.
- Lange, Victor. *Deutsche Briefe*. Edited with Introductions, Notes and Vocabulary. New York: F. S. Crofts and Company, 1940. Price, \$1.50.
- Neuse, Werner, *Heitere Geschichten*. A Grammar Review with Oral and Written Exercises. New York: W. W. Norton and Company, Inc., 1940. Price, \$1.65.
- Spann, Meno, and Fehling, Fred L., *Functional German Grammar*. New York, London: Harper and Brothers, 1940. Price, \$1.60.
- Wiens, Gerhard, *Bilderlesebuch für Anfänger*. New York: Henry Holt and Company, 1940. Price, \$1.32.

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- Cagno, Michael, and Seringhaus, Sophie M., *Viaggio in Italia*. New York and London: Harper and Brothers, 1940. Price, \$1.20.

### SPANISH

- Las Americas*, vol. I, No. 7. Forest Hills, N. Y.: Las Americas Publishing Company, 1940. Price 10 cents per copy, \$1.00 per school year.
- Lopez, Margarita, and Brown, Esther, *Aquí se habla Español*. El Paso: Etch Press, 1940.
- Weisinger, Nina Lee, *A Guide to Spanish American Literature*. Boston, etc.: D. C. Heath and Company, 1940. Price, 60 cents.